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EDUCATIONAL DEVELOPMENT
IN
RAJASTHAN
(1950-80)

(A Paper prepared as a basis for discussion)

EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
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P R E F A C E

Placed below is an exercise in which I have attempted to work the details of educational development in Rajasthan (1950-80). It takes into account the progress made in the first three Five Year Plans and also tries to indicate the type of educational development which would have to be attempted during the next three Plans.

I think I should explain my object in undertaking this exercise. I believe that a proper plan of educational development in India can only be prepared in three stages. In the first stage, we arrive at some general criteria for educational development; in the second, we apply these criteria to the conditions in each and every State and try to find out whether they click or need any modification; and, in the light of these State-level exercise, we should come back, in the third stage, to the general criteria with which the exercise started and re-formulate them in such a way that they would be applicable to all the different conditions we meet with in the country. If this broad promise is granted, it follows that the exercise for finalising the Report of the Commission would have to be made in the three stages indicated above.

In so far as the first stage is concerned, it is true that the Commission has recorded a formal tentative decision on every point that arises in such planning. But a good deal of ground has already been covered in the discussions held in the Commission and the papers circulated. I feel that a basis of the general criteria has already been tentatively formulated - although not

explicitly. Whatever general criteria have not been formulated so far will automatically axit out of the discussions on this and similar other paper to be prepared for the different States.

I, therefore, think that we have reached a stage when it is possible for us to enter upon the second stage of this exercise. The present paper on Rajasthan State is the first in the series. It has taken considerable time for preparation. This was in vitable because it was the first exercise to be undertaken; but subsequent exercises for other States will not take so much time, nor will they be so imperfect as this is.

I think that the Commission could spend some time usefully in discussing this exercise and all its implications. This discussion would enable us to arrive at more specific but tentative decisions on the general problems, and also to evolve a clearer concept of the format in which such exercises are to be carried out for the other States.

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MEMBER-SECRETARY

Delhi;
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EDUCATIONAL DEVELOPMENT IN RAJASTHAN (1950-80)

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EDUCATIONAL DEVELOPMENT IN RAJASTHAN

(1950-80)

1. With the exception of Ajmer which merged in 1956, the State of Rajasthan was practically formed on 26th January 1950.* In most of the princely States which constituted Rajasthan, education was comparatively neglected, except in a few urban areas. Consequently, Rajasthan began the race for educational development with a very severe handicap, due to more than a century of neglect. In 1950-51, the number of educational institutions in the State was only 6,027 with a total enrolment of 4.47 lakhs, or only 2.8 per cent of the population, the lowest among the States of the Indian Union. In spite of immense odds, the State has tried to develop education very rapidly during the first three Five Year Plans. By 1965-66, the total number of educational institutions is expected to rise to 29531 and the total enrolment to 25.86 lakhs. This implies an annual increase of 12.5 per cent in enrolment as against 6.5% for the Indian Union as a whole. It has also been able to introduce fairly good scales of pay and service conditions for teachers at all stages. The standards of education, although they still leave a good deal to be desired, are better in several respects than those in many other States. The total educational expenditure per head of population which was Rs.1.95 in 1950-51 is expected to rise to Rs.9.3 in 1965-66.%

* The other transfers made under the States Reorganization Act of 1956 were: (1) to add to Rajasthan the Abu Road Taluka of the old Bombay State and the Sunel-Tappa of the old Madhya Bharat State, and (2) to merge the Sironj Sub-Division of Rajasthan in Madhya Pradesh.

% The corresponding figures for the Indian Union as a whole are Rs.3.2 and Rs.11.0 respectively.

In spite of these achievements, however, the State has not yet been able to overcome its initial handicaps and is still among the less advanced States of the Indian Union. It will, therefore, be necessary not only to continue but to intensify still further the energetic and radical effort which the State has been making for educational development during the first three Five Year Plans.

2. Primary Education: The first priority in educational development is to fulfil the constitutional directive, viz., the provision of free and compulsory education* for all children till they complete the age of 14 years. This will have to be reached in two stages - free and compulsory education (age-group 6-10) and free and compulsory middle school education (11-14).

3. In 1950-51, there were only 4,336 primary schools. The total enrolment at primary school stage was 330 lakhs (2.75 lakhs boys and 55,000 girls or one girl for every five boys). The first two Plans registered an admirable progress. By the end of the first Plan, the number of primary schools was nearly doubled and rose to 8186; and the total enrolment ^{rose to 5.37 lakhs} (4.39 lakhs

* During the next 15 years, the emphasis should be to provide free and 'universal' education rather than to emphasize the 'compulsory' aspect of it; viz., the straining after the last truant, the provision of special schools for all handicapped children, and the organisation of an elaborate and costly administration for the enforcement of compulsory attendance. What is intended here by the expression universal elementary education is three things: universality of provision which implies the provision of facilities within easy walking distance from the home of every child; universality of enrolment which means the enrolment of every normal child in class I between the ages of 6-7 (unless it has been voluntarily enrolled earlier) and universality of retention which means that every child once enrolled in schools shall not be allowed to drop out before completing the elementary course or the age of 14 years. The total enrolment in elementary schools would be equal to the population in the age-group 6-14 (which will imply the enrolment of not less than 90 per cent of the normal children in the age-group), the remaining places being taken up by younger or older children. For the handicapped children, there would be one school each for the blind and deaf-mutes in each district and one school each for the handicapped children in association with the main school.

boys and 98,000 girls) which shows an average annual increase of 10.2 per cent (9.7 per cent for boys and 12.5 per cent for girls). But very little beyond mere expansion was attempted - the average pupil-teacher ratio rose only from 26 in 1950-51 to 27 in 1955-56 and the average annual salary of a teacher from Rs 640 to only Rs 689 and, in the event, the cost per pupil per year fell down from Rs 36.8 to Rs 33.0. In the second plan, a still more intensive and all-round effort was made to develop primary education and the achievements were extremely remarkable. The number of schools increased to 14,548 (an increase of about 78 per cent); and the total enrolment increased to 11.14 lakhs (8.39 lakhs boys and Rs 2.15 lakhs girls or about one girl for every four boys) which implies an average annual increase of 15.7 per cent (15.4 per cent for boys and 17.1 per cent for girls). In the meanwhile, the average annual salary of the teacher rose to Rs 924 which was balanced by a rise in the pupil-teacher ratio to 31 so that the cost per pupil per year remained almost stationary at Rs 33.3. In the third Plan, the principal achievement has been an increase in the average annual salary of teachers to about Rs 1300, which is about 45 per cent higher than the average for India as a whole. But the cause of elementary education has, on the whole, received a set-back due mainly to three reasons: (a) over-all paucity of resources; (b) greater pressures that arose in secondary and higher education; and (c) the inevitable disturbance that arose as a result of the transfer of primary schools to Panchayat Samitis. By 1965-66, the number of schools will rise to about 18,600. The target for enrolment was originally set at 21 lakhs; but it has since been revised to 18.6 lakhs (14.5 lakhs of boys and 4.1 lakhs of girls or 2 girls for about 7 boys) which will imply an average annual increase of only 10.8 per cent (10.0 per cent for boys and 13.7 per cent for girls). At the end of the third Plan, the enrolment at the primary stage would be only 58 per cent of the age-group 6-10 (87.2 per cent for boys and 26.4 per cent for girls) and in spite of all its efforts, Rajasthan would still be

* The indications are that this is not likely to be realised in practice and the short-fall may be about one lakh or even more.

almost at the lowest end among the States of the Indian Union in this respect. The pupil-teacher ratio has increased to 37, more due to the inability of the State to provide the necessary teachers than to any deliberate policy to adopt a larger class-size, and the cost per pupil is expected to rise to Rs. 33.2 which does not compare favourably to the cost of Rs. 36.8 in 1950-51, especially if one were to allow for the increase in prices. It should be pointed out, however, that in spite of this marginal increase in the cost per pupil per year, the total direct expenditure on primary schools increased from Rs. 34.3 lakhs in 1950-51, to Rs. 130.79 lakhs in 1955-56 to Rs. 293.97 lakhs in 1960-61 and to Rs. 608 lakhs in 1965-66 which implies an average annual increase of 9.1 per cent in the first Plan, 18.4 per cent in the second Plan and 15.8 per cent in the third Plan.

4. The task facing the State in this sector is formidable. By 1981, the population in the age-group 6-10 is expected to be about 18 lakhs. If the enrolment in classes I-V is to be about 110 per cent of this (with a view to allowing for over-age or under-age children), we shall have to aim at a target of an enrolment of about 50 lakhs in 1980-81 as against about 18 lakhs only reached in 1965-66. The present proposal is that the total enrolment should rise to about 28 lakhs at the end of the fourth Plan. It would, therefore, not be possible for the State, even if the same scale of effort is to be continued in the fifth and sixth Plans, to fulfil the constitutional directive by 1981. As the cost and

difficulty of the programme increases as one draws near the saturation point, an assumption of an equal effort in each succeeding plan is not very realistic and, if no special efforts are made in this sector, it appears almost inevitable that Rajasthan would not be able to fulfil the constitutional directive, even in this limited sector, till at least 1985-86 or even 1990-91. This would indeed be a tragedy and in our opinion, steps have to be taken to fulfil substantially the directive principle of the Constitution by 1981 at least. This will imply that enrolment in classes I-V will have to be equal to about 100 per cent of the age-group 6-10 by 1975-76 at the latest.

5. From this point of view, we make the following recommendations:-

(1) By 1965-66, 87.2 per cent of the boys would have been enrolled. By 1980-81, universal education would be reached for boys without any social difficulty, if the necessary funds can be provided. The biggest difficulty will be to enrol girls, and to increase their enrolment from 4.1 lakhs or 26.4 per cent to about 22 lakhs or 100 per cent which implies an average increase of 1.4 lakhs per year as against the best achievement of about 40,000 per year reached so far. The picture about the enrolment of children belonging to the scheduled castes and scheduled tribes in the State is also far from happy and the State is lagging behind in these respects also.* Obviously, these problems have large social and cultural connotations which cannot be met by mere provision of funds. The State should, therefore, make an intensive effort to overcome the social and cultural barriers involved, to educate public opinion, and to secure and train the necessary workers with a view to expanding the enrolment of girls and of the back-

* See Annexure I for details

ward classes at the primary stage at the fastest rate possible,
and to the extent they succeed, no financial difficulties
should be allowed to stand in the way by providing necessary
special central assistance. In a state of this type which
has done its best and where the handicap is mainly historical
and beyond its control, special central assistance alone can
secure equality of educational opportunity in the Indian Union
as a whole.

(2) It may be desirable to raise the enrolment at the end
of the fourth Plan to about 30 lakhs from 18 or 17 lakhs that
would be reached at the end of the third Plan. This may need
special central assistance. In the fifth Plan, it should be
raised to 42 lakhs and to 50 lakhs in the sixth Plan.

(3) At present, the increase in enrolment in class I (which
is the only point at which fresh enrolment takes place) is very
haphazard and depends upon two factors - both of which have
behaved erratically from year to year - the zeal and efficiency
with which enrolment drives are organised and the funds made
available for the appointment of additional teachers. It is
necessary to plan these properly in future. The enrolment
drives should be an annual feature and an efficient system should
be developed for planning, implementing and evaluating them from
year to year. The stress in the programme should be on the
enrolment of children of the age-group 6-7, (and not any children
of any age) in class I. Moreover, the necessary provision for
additional teachers required should be made without fail because,
in its absence, the enrolment drive becomes a frustrating and
even harmful exercise.

(3) Increasing the enrolment in class I should not be regarded
as it has been so far, as the main programme of increasing
enrolment.*** On the other hand, stress should be laid on the

* We broadly agree with the proposals made by the State Government
for this purpose. Please see Annexure II.

** Please see Annexure III for details.

*** Please see Annexure III (column 4)

reduction of stagnation and wastage as the principal
methods of increasing enrolment. The reduction
of wastage should be made a definite target in the
Plan, the aim being to reduce wastage and stagnation
by about 50 per cent in the fourth Plan and to
eliminate it altogether or to reduce it to the
minimum by the end of the sixth Plan.*

(4) To reduce costs, a deliberate attempt should
be made to adopt a larger pupil-teacher ratio and to
adopt the system of reduced hours of instruction in
classes I and II.

(5) Text-books and reading materials should be
provided free to all children. Wherever necessary,
girls may be given clothing as well. This is an
essential reform and should be adopted in the Fourth
Plan itself. If necessary, the cost of the programme
could be reduced by keeping books and reading
materials meant for children in class I in the
school itself and making them available to them
during school hours.

Please see Annexure IV for details.

6. Middle School Education: The problem at the middle

school stage is even more difficult than at the primary. In 1950-51, there were only 732 middle schools (which means about one middle school for 6 primary schools) with a total enrolment of only 60,495 (51,873 boys and 8,622 girls) at middle school stage which was equal to only 5.4 per cent of the age-group 11-13 (8.9 per cent boys and 1.6 per cent girls or about 1 girl for every 6 boys). During the first three Five Year Plans, expansion of middle school education has been proportionately faster than that of primary education.- this is also the trend in India as a whole. At the end of the first Plan, the number of middle schools increased to 907 which, however, meant only one middle school for nine primary schools - the proportion of middle to primary schools declining on account of the comparatively more rapid expansion of primary education. The total enrolment at the middle school stage (classes VI-VIII) rose to 1.07 lakhs (96,000 boys and 11,000 girls) implying an average annual increase of 12.1 per cent (13.1 per cent boys and 5.7 per cent girls). In the second Plan, this tempo of expansion increased still further because the pressures of expansion of primary education in the first Plan climbed up to the middle school stage. At the end of the second Plan, the number of middle schools increased to 1,416 which, however, meant only one middle school for about 10 primary schools. The total enrolment at the middle school stage increased to 2.07 lakhs (1.79 lakhs boys and 28,000 girls) which implies an average annual increase of 14.1 per cent (13.3 per cent boys and 18.2 per cent girls). In the third Plan, as was pointed out earlier, the tempo of expansion of primary education was adversely affected, but the expansion of middle school education continued unchecked. At the end of the third Plan, it is expected that

the enrolment at the middle school stage will rise to 4 lakhs (3.2 lakhs boys and 0.8 lakhs girls) which implies an average annual increase of 14.1 per cent (12.3 per cent boys and 23.7 per cent girls). One special satisfying feature of this expansion is the tempo achieved in the expansion of education of girls which expanded at 5.7 per cent per year in the first Plan, 18.2 per cent per year in the second Plan and 23.7 per cent per year in the third Plan.

7. Other developments at the middle school stage may be briefly mentioned. The pupil-teacher ratio was 18 in 1950-51. It has been continually rising, due to better utilisation of facilities available, and stood at 20 at the end of the first Plan and 23 at the end of the second Plan. It is expected to rise to 28 at the end of the third Plan. The average annual salaries of teachers have improved at a comparatively faster pace than at the primary stage. In 1950-51, the average annual salary of a teacher in a middle school was only Rs. 500. It increased to Rs. 768 in 1955-56 and Rs. 1122 in 1960-61 and is expected to rise to Rs. 1602 by 1965-66. This happy development is counter-balanced, to some extent, by the comparative neglect of non-teacher costs which have declined from 33.2 per cent of the total expenditure in 1950-51 to 27.2 per cent in 1955-56, 14.1 per cent in 1960-61 and 14 per cent only in 1965-66. On the whole, the cost per pupil has shown an appreciable increase from Rs. 42.4 in 1950-51 to Rs. 51.5 in 1955-56, Rs. 56.3 in 1960-61 and Rs. 66 in 1965-66. The total expenditure on middle schools increased from Rs. 48.54 lakhs in 1950-51, to Rs. 89.42 lakhs in 1955-56, Rs. 178 lakhs in 1960-61 and Rs. 330.3 lakhs in 1965-66 which implies an average annual increase of 13.0 per cent in the first Plan, 14.8 per cent in the second Plan and 13.2 per cent in the

third Plan. One of the distinctive features of Rajasthan is the attempt to maintain a fairly high standard at the middle school stage which compensates, to some extent, any deterioration that takes place at the primary stage and helps in throwing up good students. This is due to the appointment of trained graduates as Headmasters of middle schools, to the generally higher qualifications maintained in the staffing of the middle schools, a good pupil-teacher ratio and greater attention paid to them in departmental supervision and guidance. This significant achievement of Rajasthan is borne out by the statistics given above.

8. Incidentally, it may be pointed out that the rate of transfers from primary to middle schools is very high in Rajasthan in spite of the fact that the proportion of middle schools to primary schools is rather on the low side.*

9. What policy should be adopted for the development of middle school education over the next three five-Year Plans? The first suggestion would be that the number of middle schools should be substantially increased so that facilities for middle school education are brought progressively within the reach of every child. An ideal programme would be to have a middle school for every three primary schools. Even if it is not possible to attain this goal immediately, an attempt may be made

*Please see Annexure V for details.

to have about 1 middle school for every seven primary schools at the end of the fourth Plan, one middle school for every five primary schools at the end of the fifth Plan, and one middle school for every three primary schools at the end of the sixth Plan.

10. The enrolment of children at the middle school stage was only 5.4 per cent (3.9 per cent boys and 1.6 per cent girls) of the age-group 11-13 in 1950-51. It increased to 8.9 per cent (15.3 per cent boys and 2 per cent girls) in 1955-56, to 14.4 per cent (24.1 per cent boys and 4.1 per cent girls) in 1960-61 and to 24.1 per cent (37.1 per cent boys and 9.9 per cent girls) in 1965-66. If the enrolment of boys alone were to be considered, the situation in Rajasthan is not so bad in comparison with other States. But the overall picture becomes worse because the enrolment of girls in Rajasthan is extremely small, particularly in rural areas. If it has taken 15 years to increase the enrolment at the middle school stage from 5.4 per cent in 1950-51 to only 24.1 per cent in 1965-66, it is obvious that it will not be possible to reach a target of 100 per cent enrolment during the next three Plans and especially to raise the enrolment of girls from 9.9 per cent in 1965-66 to 100 per cent in 1980-81. If the present trends alone are allowed to operate and no special effort is made, it is likely that the total enrolment at the middle school stage may rise only to about 60 per cent of the age-group 11-13, even at the end of the ~~sixth~~ Five Year Plan. It is, therefore, necessary to adopt special measures if the Constitutional Directive is to be fulfilled, at least

in substance.

11. From this point of view, we make the following recommendations :-

(1) A great emphasis should be placed on the development of middle school education in the next three Five Year Plans. The specific effort should be to raise the total enrolment to 7 lakhs (5.2 lakhs of boys and 1.8 lakhs of girls) at the end of the fourth Plan*, to 12 lakhs (3.5 lakhs boys and 3.5 lakhs girls) at the end of the fifth Plan, and 21 lakhs (14 lakhs boys and 7 lakhs girls) at the end of the sixth Plan. This will imply that the enrolment at the middle school stage will rise from 24.1 per cent in 1965-66 to 35.3 per cent (50.6 per cent boys and 13.8 per cent girls) in 1970-71, to 51.6 per cent (69.6 per cent boys and 31.6 per cent girls) in 1975-76 and 80.8 per cent (102.4 per cent boys and 56.7 per cent girls) in 1980-81. This is probably the best that could be attempted. We strongly feel that, if it is socially and culturally possible for the States to achieve these targets, the Central assistance should be so adjusted that financial difficulties would not stand in the way.

(2) The main difficulties to be faced here, as at the primary stage, would be to enrol girls, particularly in rural areas, and to enrol children of the scheduled castes, scheduled tribes and other backward classes. Intensive measures to this end would have to be adopted on lines similar to those at the primary stage.

(3) It may also be necessary to introduce, at this stage, a system of part-time education. Whereas every

*We are happy to note that the targets now proposed for the fourth Five Year Plan are in keeping with our view of the problem.

facility should be given to children to attend schools on a whole-time basis wherever possible, and whereas no admission should be refused to any child who desires to study at this stage on a whole-time basis, we should also see to it that no child is compelled to discontinue education at this stage for economic considerations and that such children are provided with facilities for part-time education. Suitable programmes to this end will have to be devised and adopted in the fourth Plan itself.

12. Programmes of Qualitative Improvement at the Elementary School Stage: So far, we have dealt with the problems of expansion of elementary education only. If our recommendations are carried out, it may be possible for Rajasthan to reach an enrolment of about 110 per cent of the age-group 6-10 in classes I-V and 80 per cent of the age-group 11-13 in classes VI-VIII by 1980-81. Full enrolment in the age-group 6-13 may be possible only by 1985-86. The net conclusion is that, in spite of the immense efforts put in during the first three Five Year Plans, Rajasthan still continues to be very low in the scale of development of elementary education, that it will have to continue its efforts at expansion of elementary education with still greater vigour during the next three Five Year Plans, that these efforts of the State will have to be suitably supported by special Central assistance, and that in spite of these, the target of full universal equipment in the age-group 6-13 would be achieved substantially by 1980-81 and fully by 1985-86.

13. Elementary School Teachers: Of the different programmes of qualitative improvement, none are so important as those relating to teachers - their general education, professional training, remuneration, old-age benefits and other service conditions. In all these respects - except teacher training - Rajasthan has an enviable record.

14. General Education: In 1950-51, Rajasthan began with a very severe handicap in this regard - only 0.3 per cent of the primary teachers at that time were graduates, only 15.7 per cent were matriculates, and as many as 84.0 per cent were non-matriculates. Throughout the last 15 years, Rajasthan has followed a consistent policy of recruiting matriculates as primary teachers, the only exceptions permitted being in the case of women teachers or teachers for tribal areas. It has also been encouraging graduates to work in primary schools. Moreover, there has also been a consistent policy of encouraging teachers in service to improve their qualifications by private study - in fact, some officers are of opinion that this trend is even carried to such an extent as to affect adversely the work of the teachers in the school. As a result, at the end of the third Five Year Plan, the percentage of graduate teachers in primary schools would have been increased to 2, that of matriculate teachers to 83.4 per cent, while that of non-matriculate teachers would have been reduced to 14.6 per cent. This is a record of which any State can well be proud.

15. At the middle school stage also, the picture is similar. In 1950-51, only 5.3 per cent of the teachers were graduates; 33.9 per cent were matriculates; and as many as 54.8 per cent were matriculates. Rajasthan has been consistently trying to appoint trained graduates as

headmasters of middle schools and it has also been adopting the general policy of encouraging existing teachers to improve their qualifications on the same lines as indicated above for the primary stage. Consequently, the overall picture regarding general education of teachers in middle schools has been considerably changed in the last three Plans. In 1965-66, 11.7 per cent of the teachers were graduates; 74.6 per cent were matriculates; and only 13.7 per cent were non-matriculates.

16. Taking the elementary stage as a whole, it may be said that, in 1950-51, 2.5 per cent of the teachers were graduates; 26 per cent were matriculates; and 71.5 per cent were non-matriculates. At the end of the third Plan, the number of graduate teachers in elementary schools would have increased from 374 to 2,898 (or 4.8 per cent); and that of matriculate teachers from 3,956 to 48,402 (or 80.8 per cent). On the other hand, the number of non-matriculate teachers would have decreased from 10,889 to 8,600 (or 14.4 per cent).

17. Remuneration and Old-age Benefits: The teachers in Rajasthan formerly belonged to two categories: (a) employees of the State Government, and (b) those of private organizations. Now a third category has been introduced, viz., the employees of the Panchayat Samitis. But there is no discrimination between the scales of pay and allowances to be paid to the teachers in all the three categories. The teachers working in Government schools as well as in Panchayat Samiti schools are also entitled to the same system of old-age benefits. It is only in private schools - and the number of such teachers is very small - that the teachers are entitled to provident fund only. There is no justification for making distinction between different categories of teachers on the basis of the employers and it is but fair

that all teachers, irrespective of the management under whom they might happen to serve, should get the same old age benefits. It should not, therefore, be difficult for Rajasthan State to introduce a pension scheme analogous to that given to government servants for teachers in Government schools also.

Even if this were not possible, the minimum that should be done is to provide the Triple Benefit Scheme for them as in Madras State. The financial implications of the problem are almost negligible. All that is needed is sympathetic attention to this category of teachers.

18. In so far as the quantum of remuneration to teachers is concerned, the position in Rajasthan, as stated already, is better than that in several States. In the next three Plans, however, further improvements in the remuneration of teachers will have to be made in the light of the general recommendations made by the Commission in this regard. It will be sometime before these are formulated. In the meanwhile, steps will have to be taken to adjust the existing scales of pay (which were really meant for 1961 prices) to the level of current prices. This would be an immediate reform. As a basis for consideration with reference to the long-range problem, some indications regarding the future salary structure have been given in Annexure VII.

19. Professional Training: In respect of the professional training of elementary teachers, conditions in Rajasthan are far from satisfactory. The duration of the training course is only one year instead of two; the percentage of trained teachers is small; the number of training institutions is as inadequate as their quality is unsatisfactory; and there is no provision for in-service training (This last is a deficiency which Rajasthan shares with the rest of India). Steps will have to be taken to remove all these weaknesses

in the existing programme if standards in elementary education are to be raised.

20. Training Schools for Elementary Teachers: In this regard, as in most others, Rajasthan began with a very severe handicap. In 1950-51, there were only 15 training institutions with a total enrolment of 1,275. Unfortunately, this problem was almost totally neglected in the first Five Year Plan; and, by 1955-56, the number of institutions fell down to 13 and their enrolment to 1,177. In the second Plan, the problem received some attention, especially because of a special grant-in-aid made available by the Centre for the development of elementary teacher-training. In 1960-61, the number of training institutions increased to 55 and their enrolment to 6,578. It is again a matter for regret that this momentum was not kept up in the third Five Year Plan so that, by 1965-66, the number of training institutions is expected to rise to only 69 and their total enrolment to 7,950. It may be incidentally pointed out that the increase in the third Five Year Plan is mostly in the training institutions for girls. This is due to special circumstances. The training course in Rajasthan is of one year only while that in Punjab and the Delhi Union Territory is of two years. Since the one year course in Rajasthan is recognised by the Delhi Municipal Corporation for employment purposes, girls from Punjab and Delhi find it more convenient and economical to get trained in Rajasthan rather than in Punjab or Delhi. Consequently, a number of training institutions for women have grown up in Rajasthan in the private sector which provide admissions to the girls from Punjab and Delhi and none of these

trained women teachers stay on to work in Rajasthan. It is also probable that this boom will disappear in the near future because the Delhi Municipal Corporation has now decided not to recognise the training course in Rajasthan. If these institutions for women teachers are left out, it will be seen that the position of teacher training in Rajasthan at the end of the third Plan is almost the same as it was at the end of the second Plan.

21. Percentage of Trained Teachers: The statistics regarding the percentage of trained teachers - separately for men and women - have been given in Table Nos. B-1 and B-2. It will be seen therefrom that the percentage of trained Primary school teachers was only 30.2 in 1950-51 (28.7 for men and 41.3 for women). In 1955-56, it rose to 40 per cent (38.3 per cent for men and 49.9 per cent for women). In 1960-61, it rose still further to 60 per cent (51.3 per cent for men and 45.3 per cent for women). In 1965-66, it is expected to rise further to 75 per cent (77.5 per cent for men and 60.6 per cent for women). In middle schools, the picture is somewhat less favourable. In 1950-51, the percentage of trained teachers was 34.2 (35.2 per cent for men and 28.0 per cent for women). In 1955-56, it was 40.5 per cent (40.6 per cent for men and 40.0 per cent for women). It rose to 50.3 per cent in 1960-61 (51.6 per cent for men and 43.5 per cent for women) and is expected to rise still further to 70 per cent (70.5 per cent for men and 60.4 per cent for women). Since every elementary school teacher has to be trained, this is not a happy position, especially in view of the fact that the duration of the training course is one year only.*

*The State runs one training institution at Bikaner for non-matriculate teachers and the duration of training in them is 2 years.

22. Expansion of Training Institutions: The inadequacy of the existing training facilities can be easily established. The requirements of additional teachers have been calculated in Annexure VIII. It will be seen therefrom that, for pre-service training alone, we shall need about 23,000 seats in Rajasthan as against about 3,000 seats which we have at present. In addition, we will need seats for in-service education of teachers and the number of these seats may vary from 2,400 at the beginning of the Fourth Plan to 6,800 at the end of the Sixth Plan. In view of the significance and the magnitude of the problem, we recommend that the expansion of training institutions should be immediately undertaken in Rajasthan on the lines indicated in Annexure VIII.

23. Qualitative Improvement of Training:

Institutions: It is even more important to improve the quality of training institutions. From this point of view, the following steps would have to be taken :-

(1) The status of the training institution should be raised to that of under-graduate colleges:- At present, the tradition is to regard the training institutions for elementary teachers as equivalent to the high schools. This convention arose at a time when the average primary school teacher had only passed the middle school and had probably some justification at that time. It has, however, become an anachronism at present because the average elementary school teacher is now a secondary school graduate. In Rajasthan, the situation is particularly bad because the staff of the training institutions gets scales of pay which are even lower than those given to the staff in higher secondary schools.

the better element of the staff, therefore, is lost very frequently to training institutions on account of promotions to higher secondary schools. The minimum and immediate step needed, therefore, is to make the scales of pay in training institutions for elementary teachers comparable with those of higher secondary schools at least. But ultimately, these would have to be made similar to those in undergraduate colleges. Such a basic minimum alone would secure teacher educators at the required level of competence and efficiency.

(2) No pains should be spared to provide training institutions with good buildings, grounds and equipment as the physical amenities in most of these institutions are very inadequate at present. Any niggardliness in this regard leads to very great wasteful expenditure in the long run because it affects the standards of elementary schools adversely.

(3) Liberal stipends will have to be provided for all teachers under training.

(4) The existing programme of teacher training leaves much to be desired. Improvement in curricula and methods of teaching and evaluation in training institution for elementary teachers should, therefore, be carried out in the broad lines which may be recommended by the Education Commission.

4. In-service Education: An efficient programme of correspondence education should be developed in the State Institute of Education and should be used largely for clearing the backlog of untrained teachers and also for in-service education. A comprehensive scheme for

in-service education of teachers should be drawn up on the broad lines recommended by the Education Commission and implemented, the general principal adopted being that each elementary school teacher would receive an in-service education equivalent to two months training in every five years of his service .

25. As a result of all these recommendations, the expenditure on the teacher training programme is expected to rise very considerably. The enrolment in training institutions will increase from 7,950 in 1965-66 to about 15,600 in 1970-71, and still further to 25,000 in 1975-76 and 30,000 in 1980-81. The cost per trainee is also expected to rise from Rs. 576.1 in 1965-66 to Rs. 900 in 1970-71 and to about Rs. 1,000 in the fifth and the sixth Five Year Plans.

26. We were very happy to note that the Government of Rajasthan has realised the weaknesses of its teacher training programme and has decided to improve and expand it substantially in the fourth Five Year Plan. Its proposals in this regard postulate an increase of enrolment in every existing training institution (to 150) and the establishment of 35 new training institutions so as to increase the total enrolment in elementary training institutions to 15,600 at an estimated total outlay of Rs. 128 lakhs. This is a programme of the highest priority and it should not be whittled down under any circumstances.

27. The relevant statistics of training schools for elementary teachers are given in Table B-3 at the end.

28. Other Programmes of Qualitative Improvements: The other programme of qualitative improvement at the elementary stage include the following :

- (a) a revision of curricula and teaching methods with special reference to the problems of basic education;
- (b) strengthening the teaching of science;
- (c) programmes of student-aid and welfare;
- (d) production of educational literature;
- (e) adoption of a new strategy of development;
- (f) strengthening the State Institute of Education;
- (g) improvement of buildings, play-grounds and school farms;
- (h) provision of adequate equipment;
- (i) classification of schools.

These problems have already been examined by the Rajasthan State Primary Education Committee of 1964. We broadly agree with its recommendations on these matters. For convenience of reference, these have been reproduced in Annexure IX.

29. Secondary Education: We shall now turn to a discussion of the problems of secondary education. Detailed statistics regarding this sector will be found in Table No.B-4 at the end.

30. Expansion: In 1950-51, Rajasthan had only 185 secondary schools - one secondary school for about four middle schools. The enrolment at the secondary stage (at this time, it consisted only of classes IX and X) was only 17,661 (15,611 boys and 2,020 girls), which was equivalent only to 1.8% of the corresponding age-group (3.1% for boys and 0.5% for girls). During the first

five-year Plan, there was a terrific expansion. The number of secondary schools increased to 273 - one secondary school for about three middle schools. The enrolment at the secondary stage increased at an average annual rate of 17.6% (13.6% for boys and 8.2% for girls) and reached 39,708 (36,712 boys and 2,996 girls) which is equal to 3.8 per cent of the population in the corresponding age-group (6.8 per cent boys and 0.6 per cent girls). The total direct expenditure on secondary schools also increased from Rs.79.46 lakhs to Rs.101.03 lakhs - at an average annual rate of 4.9%. This large expansion was possible at so small a cost for two reasons: (a) The salaries of teachers were not revised to any appreciable extent - the average annual salary of a teacher in a secondary school rising only from Rs.1,287 in 1950-51 to Rs.1,489 in 1955-56; and (b) the pupil teacher ratio increased from 18 in 1950-51 to 23 in 1955-56.

31. During the second five-year Plan, the State implemented the recommendations of the Secondary Education Commission. The higher secondary pattern was adopted in the academic year 1955-56; the PUC was introduced in 1959-60; and of the total number of 537 secondary schools which existed in 1960-61, as many as 304 or 56.6% were converted to the higher secondary pattern. Side by side with these structural changes, the expansion continued space as in the past. The enrolment increased at an average annual rate of increase of 16.9% (16.3% for boys and 22.7% for girls). In 1960-61, the total enrolment at the secondary stage which now includes classes IX-XI and the P.U.C. was 36,469 or 6.8 per cent of the corresponding age-group 14-17 (78,197 or 11.5 per cent boys and 8,272 or

1.3 per cent girls). The salaries of teachers were revised, with the result that the average annual salary of a teacher rose to Rs.1,365. The pupil-teacher ratio also fell down to 21. Consequently, the cost per pupil in a secondary school which stood at Rs. 133.3 in 1950-51 (and which had fallen down to Rs. 95.6 in 1955-56 due to reasons mentioned earlier), rose to Rs. 124.2 in 1960-61. The total direct expenditure on secondary schools, therefore, showed an annual increase of 19.6% and rose to Rs.247.05 lakhs.

32. In the third Plan, the salaries of teachers were revised once more so that the average annual salary of a teacher is expected to rise to 2,645 in 1965-66. There has also been a better utilisation of facilities available so that the pupil-teacher ratio has again risen to 25. Consequently, the cost per pupil does not show any appreciable increase and is expected to be Rs.130 at the end of the third Plan. The rate of expansion of secondary education has, however, been slowed down to some extent owing mainly to financial difficulties. The number of secondary schools rose to 728 which means one secondary school to 2.4 middle schools. The average annual increase in the enrolment at the secondary stage (classes IX-XI and PUC) in the third Plan has been only 13.5% (12.9% for boys and 18.9% for girls) and in 1965-66 it is estimated that the total enrolment at the secondary stage would be 163,000 (143,450 boys and 19,550 girls) which is equal to 10.8% of the corresponding age group (18.3% boys and 2.8% girls).

33. Transfer Rate from Middle School to Secondary Education: What is likely to be the order of expansion at the secondary stage in Rajasthan in the next three Plans? To understand this problem properly, we must first examine the transfer-ratio of pupils from middle to secondary schools. The relevant statistics in this

regard are given in Annexure X. It will be seen therefrom that, in 1951-52, the rate of transfer was 78.8 per cent (82.2 per cent for boys and 66.9 per cent for girls). At the end of the first Five Year Plan, it rose to 84.8 per cent (87.4 per cent for boys and 63.2 per cent for girls). At present, it is anywhere between 90 and 95 per cent which implies that almost every boy who completes class VIII and two-thirds of the girls who do so, proceed further to secondary education. If the present trends continue, the transfer rate for the next three Plans would be anywhere between 85 and 90 per cent, a slight fall occurring as a result of increase in the enrolment of girls. The reasons for this high rate of transfer are: (1) the open-door policy in secondary education adopted by the State Government; (2) the absence of a public qualifying examination at the end of class VIII; (3) the opening of a large number of secondary schools which is bringing secondary education increasingly within walking distance from the home of an increasing number of children, especially in the rural areas.

34. Such a high rate of transfer does not create problems today because the number of children that reach class VIII is very small. But the picture will be entirely different. When elementary education becomes universal and all children of the age-group 6-14 will reach class VIII. If the present rate of transfer is continued at such a time also, the obvious implication is that universal secondary education will be provided automatically as soon as universal elementary education is provided. It is not financially feasible to provide universal secondary education by 1964.

nor would the economy be able to absorb the products of this education profitably: All that we can think of by 1981 is elementary education for all, and secondary education to about 40 per cent of the age-group 11-14. Such a development is possible only if we can reduce the transfer-rate from middle school to secondary education very considerably.

35. One method which can be adopted from this point of view is to prescribe a test attainment on the basis of which alone children should be admitted for further studies in secondary schools. At present, there is no public examination at the end of the middle school stage in Rajasthan. This has led to several evils, particularly to the lowering of standards at the secondary stage. We, therefore, feel that there should be an examination at the end of class VIII, a pass in which should be obligatory for proceeding further to academic secondary schools. This proposal was discussed with official and non-official representatives in Rajasthan. It found general favour with the Education Department, the official circles and also with a very large group of non-officials. There were, however, a few educationists which objected to the addition of a public external examination at this stage. On a balance of the consideration, however, we feel that a suitable public examination should be introduced at the end of class VIII. It should be conducted by the Board of Secondary Education with the cooperation of the Education Department and the educational institutions. All students in class VIII, who desire to proceed further to academic secondary education, should be required to have a pass at this examination. In our opinion, such an examination will provide the necessary motivation for teachers and students and will also assist in raising standards.

36. Estimated Enrolment: An attempt may be made to estimate the likely enrolments in secondary education during the next three Plans. As was pointed out earlier, the expansion of secondary education has been very rapid in Rajasthan in the first three Five Year Plans and the enrolments in secondary schools have been about doubled every five years, which implies an average annual increase of about 15 per cent. It is felt that large expansions will take place (and are probably needed) during the fourth and the fifth Five Year Plans also. By the sixth Plan, however, it would be necessary to put curbs on further expansion, and it may also be possible to do so because, by then, it would be possible for a large number of students to enter life in fairly remunerative jobs and also to develop courses of part-time or correspondence education. As the plans of the State Government stand at present, the enrolment in secondary schools is expected to reach 2.7 lakhs by 1970-71 (2.3 lakhs of boys and 0.4 lakhs of girls). This may be an under-estimate and it would be better to provide for an enrolment of 3 lakhs (2.5 lakhs of boys and 0.5 lakhs of girls) which will imply an enrolment of 16.9 per cent of the age-group (27.3 per cent boys and 5.9 per cent girls). At the end of the fifth Plan, the enrolment will be doubled again and rise to about 6 lakhs (5 lakhs of boys and 1 lakh of girls) which is equal to 23.5 per cent of the age-group (45.5 per cent boys and 9.9 per cent girls). In the sixth Plan, the enrolment is expected to rise further to 9 lakhs (7 lakhs of boys and 2 lakhs of girls) which is equal to 37 per cent of the age-group (54.7 per cent boys and 17.3 per

cent (1915). In addition, it is estimated that the total enrolment in part-time or correspondence courses may be about 1 lakh, thus raising the total proportion of the age-group receiving education, either on a part-time or full-time basis, to about 40 per cent.

37. At present very few students complete the elementary course; but almost every student who completes the middle school proceeds further to secondary education. In the picture visualised here, however, more than 80 per cent of the students in the age-group 11-14 would be completing the elementary school and only about half of them or 40 per cent of the age-group would be proceeding further to secondary education (37 per cent on a full-time basis and 3 per cent on a part-time basis). What happens to the remaining 40 per cent? It is assumed that about 30 per cent of them would be entering life as unskilled (but far more potentially competent than at present) workers and the remaining 10 per cent would be entering life as semi-skilled workers, after undergoing some preparatory vocational training in various types of trade or vocational schools for the organisation of which adequate steps will have to be taken in the next three Plans.

38. Training of Teachers For Secondary Schools: In 1950-51, the total number of teachers in secondary schools was 3,367, of which 36.6 per cent were trained. Of these, 3,133 (35.5 per cent being trained) were men and only 234 (51.7 per cent being trained) were women. In 1955-56, the total number of teachers increased to 4,461 and the percentage of trained teachers to 39.5. At the end of the second Plan (1960-61),

the number of teachers increased still further to 9,622 (the percentage of trained teachers being 43.7) and in 1965-66 the total number of teachers is expected to rise to 12,400, the percentage of trained teachers being only 60 (men 10,307 of whom 61.4 per cent would be trained and women 1,593 of whom 52.0 per cent would be trained). It is thus evident that Rajasthan has still a long way to go, in so far as the training of secondary teachers is concerned.*

39. The requirements of teachers for the secondary stage in Rajasthan can be roughly estimated. The additional enrolment in the next three Five Year Plans will be 737,000. Assuming a pupil-teacher ratio of 25:1, the total number of additional teachers required for the new enrolment would be 29,500 in a period of 15 years or about 2,000 teachers per annum. In addition to this, about 200 teachers per year would be needed for replacement in the existing cadre. The total number of additional teachers needed for secondary schools per year in the next three Five Year Plans would be about 22,000.**

40. Since the duration of the training course is one

* The statistics given above relate to teachers in secondary schools. They include, not only teachers teaching at the secondary stage, but also teachers teaching in the middle departments of secondary schools (which are fairly common) and, in a few cases also teaching in the primary departments as well.

** The estimates of additional teachers needed at the secondary stage will have to be made according to subjects. The Commission is now engaged in the development of a technique for the purpose; and as soon as it is finalised, further details will be worked out in this regard.

year only, we will need, for training secondary teachers, 25,000 places in training institutions, if due allowance is to be made for minimum of wastage that occurs at this level. In addition, provision will have to be made for in-service training of secondary teachers and for this purpose we may need a fairly large number of places - from 500 in the fourth Plan to about 1,600 in the sixth Plan. As against these massive needs, the existing provision of training facilities for secondary teachers is very limited. In 1950-51, Rajasthan had only two Training Colleges for Secondary Teachers with a total enrolment of 155 (135 men and 20 women). During the first Five Year Plan, one more college was added and the enrolment increased to 311 (286 men and 25 women). In the second Plan, still another college was added and the enrolment increased to 503 (441 men and 62 women). In the third Plan, some effective steps were taken and four additional colleges were started and the enrolment increased to 960 (840 men and 120 women)^{**}. It is, therefore, obvious that the training facilities for secondary teachers would have to be a little more than doubled for pre-service training alone. In addition, steps will have to be taken to clear the backlog of untrained teachers and to make adequate provision for in-service training.

11. We are glad to find that the State Government has recognised the need to eliminate this deficiency as

* The estimates of additional teachers needed at the secondary stage will have to be made according to subjects. The Commission is now engaged in the development of a technique for the purpose; and as soon as it is finalised, further details will be worked out in this regard.

** Details may be seen in Table B-5

early as possible. The proposals for the fourth Five Year Plan made by the State Government include: (i) to raise the intake capacity of existing institutions to 180 each; and (ii) to establish four new training institutions. If these reforms are carried out, we may have about 2,000 seats in all the training institutions put together for secondary teachers and this will meet the immediate requirements. Our only recommendations in this regard, therefore, are two: (a) an intensive programme for in-service education of secondary teachers should be drawn up and implemented right from the fourth Plan itself on the lines to be recommended by the Education Commission* and (b) full encouragement should be given to the experiment initiated by the Jodhpur University for training secondary teachers through vocation courses and correspondence. We feel that this move can be advantageously utilised for clearing the backlog of untrained teachers as well as for certain forms of in-service education.

42. The Qualitative Improvement of Secondary Education:

Realising that there was a need to review the entire position of secondary education in the State, particularly from the point of view of qualitative improvement, the State Government appointed a Committee, under the Chairmanship of Prof. G.C. Chatterji, to review the entire position**. The Report of this Committee has since been published. Some of its recommendations have been implemented already and others are under consideration. We broadly agree with these recommendations and suggest that

* Some provision for in-service training of teachers, both elementary and secondary, has already been made in the fourth Five Year Plan of the State.

**The main recommendations of the Committee have been summarised in Annexure XI.

a more vigorous effort should now be made to implement them.

43. The Commission is finalizing fairly detailed proposals for the reform of secondary school curriculum, for improvement of instruction, for enriching the programme for the pre-service and in-service training of secondary teachers, for strengthening the teaching of science, and for such other measures for the qualitative improvement of secondary education. As soon as these have been finalised, steps could be taken by the State to implement them within its schools.

44. Examination Reform: One of the major problems to be tackled at the secondary stage relates to examination reform and the reduction of the large percentages of failures that now occurs at the Secondary School Leaving stage. The Board of Secondary Education, Rajasthan, has given a very good lead in this regard. It has prepared a very comprehensive programme of examination reform - the best and the most comprehensive programme to be undertaken by any Secondary Examination Board in India - and is now implementing it through the schools. We support this programme entirely and recommend that the necessary financial assistance and staff should be provided to the Board so as to enable it, not only to implement this programme of improving the examination at the end of the Secondary School Stage, but also to improve the entire process of evaluation in secondary schools. A short note on this programme is given in Annexure XII.

45. A very important proposal made by the Board of Secondary Education, Rajasthan, relates to a reorganisation of the Secondary School Leaving Examination. Under The details of this proposal are given in Annexure XIII.

this programme, the examination would be divided into two parts. Part I will be called the Secondary School Leaving Examination (which will be identical with the Higher Secondary, Part I) and would be compulsory for all, Part II will be called the Secondary Examination and it is a pass in this Part II that will qualify a student for admission to institutions of higher education. We support this proposal fully, with only one change, viz., the third language (whether this should be Sanskrit or any other Indian language is still a point for decision) should be included, not in the compulsory part, but in the optional part. This proposal is based on the sound educational principle that the examination for those who would discontinue their education at the secondary stage should be different from those who propose to join institutions of higher education, and will have the advantage of increasing the percentage of passes at this examination to about 80 or more. The facility allowed for doing the examination in compartments is also a useful innovation. We feel that this is a programme which the Secondary Examination Boards in other States may also adopt with advantage.

45-A: Examinations at two levels ('O' & 'A'): We would like to put forward another important suggestion in this regard. At present, all our courses are prescribed at one level only, the ordinary level and the only way in which a talented student may distinguish himself is by trying to secure a higher percentage of marks. The usual experience is that this device alone does not provide an adequate challenge to the gifted student. We, therefore, recommend that the courses at the secondary school leaving examination should be prescribed at two levels - the ordinary (or 'O') and the advanced (or 'A'). It should be left entirely to the option of the student whether

he should offer one or more subjects at the 'A' level (the 'O' level being obligatory for all) and it may also be left at the option of the school to provide or not to provide 'A' level courses in one or more subjects included in the curriculum. We feel that such a system will provide a good challenge to the gifted students and that it will create a healthy rivalry between the schools to raise the standard of their teaching in one or more subjects. It will also provide a built-in mechanism for improving standards of education from time to time because what is now prescribed as a course at the 'A' level will, within a few years, be offered by a large majority of schools and students so that it would then be possible to treat it as the 'O' level course and to provide a still higher course at the 'A' level. We recommend this suggestion strongly for the consideration of the Secondary Education Board and the State Government.

46. Scholarships: A major weakness in our educational system at present is that there is no adequate programme of scholarships at the secondary stage, with the result that a good deal of talent is neither discovered nor assisted to grow. Rajasthan is no exception to this rule. At present, it gives a grant-in-aid of Rs.100 per academic year to students of high or higher secondary schools (classes IX and X) and a grant-in-aid of Rs.150 per year to students of Class XI or the P.U.C. The exact number of students who are given this assistance is not known; but it is not very large. The amount of scholarship is also too

meagre. What is really needed is a scholarship which will enable a student to stay in a hostel, if necessary, and to pursue his studies in secondary schools. Secondly, such scholarships should be made available to at least the top five per cent of the students. We, therefore, feel that the minimum provision for scholarships to be made at the secondary stage should be to provide scholarships, on the present basis, to two per cent of the total enrolment and larger scholarships of Rs 400 per year to three per cent of the total enrolment at the secondary stage (these should be given to students who will have to stay in hostel in order to avail themselves of secondary education). We are happy to note that a lump sum provision of Rs 10 lakhs has been made in the Fourth Five-Year Plan of the State to provide scholarships at the secondary stage. While this implies the acceptance of the proposal by the State Government in principle, the amount provided for the purpose may have to be increased substantially if the targets indicated above are to be reached.

47. Textbooks: As at the elementary stage, we should make arrangements at the secondary stage as well, to provide free text-books to all children who need them. For this purpose, a scheme of cooperative book-banks should be planned and introduced in all secondary schools. The broad outline of such a scheme has been indicated in Annexure XIV.

48. Development of Selected Schools: In view of the fact that the resources are limited, it is not possible to undertake a programme for the full development of all educational institutions at all the different levels - primary, middle, secondary, and collegiate. At the same time, a fairly large-scale beginning in qualitative improvement has to be made. We, therefore, felt that the selective approach should be adopted in this sector and the following targets may be adopted for the fourth Five Year Plan:-

- (1) One college should be intensively developed in each District;
- (2) One Higher Secondary School and two Middle Schools should be intensively developed in each Community Development Block; and
- (3) About 10 per cent of the primary schools may be intensively developed. *

49. We were happy to find that the State Government is strongly in favour of such a selective development of educational institutions and that it has already provided funds for the purpose in the fourth Five Year Plan. Probably on financial grounds, the targets set before itself by the State are rather on the low side and they speak only of developing one good higher secondary school in each District, one good middle school in each Sub-division, and one good primary school in each Community Development Block. In our opinion, this scheme needs a much larger coverage and a higher priority. It may be worth-while to provide larger allocations for this programme in the fourth Plan.

50. Vocational Schools: The programme of vocational schools at the second level is very weak in Rajasthan. This is due partly to historical reasons (there was no vocational school in Rajasthan in 1950-51) and partly to the view of the State Government that general secondary education alone need be provided till the age of 16 and that there need be no attempt to divert students into vocational courses at the earlier age of 14. The relevant statistics in this regard are given in Table No. B-6 at the end. It will be seen therefrom that there was no vocational school in the entire State in 1950-51. In 1955-56, there were only 6 schools with an

This may be done by selecting three or four primary schools in the neighbourhood of each middle and higher secondary school selected for intensive development and helping them to grow qualitatively.

enrolment of 798. In 1960-61, the number of schools had increased to 13, with an enrolment of 2,409. Even at the end of the third Plan, the number of these schools is expected to increase to 23 only with a total enrolment of 4,855.*

Taking India as a whole, the enrolment in vocational schools at the second level is about one-eighth of that in the secondary schools of general education. In Rajasthan, on the other hand, the percentage of the enrolment in vocational schools to that in schools of general secondary education is as low as 3 ! Admission to the existing institutions of vocational education is generally made after the age of 16 and it may, therefore, be said that there is no form of vocational education provided at the age of 14 in Rajasthan.

51. This is probably an area where the policies of the State Government may need close re-examination. We feel that an attempt should be made to divert students into life at the age of 14 and that various types of trade and vocational schools should be provided for them. This is a neglected area in almost all parts of the country and is now actively being examined by the Commission in the Task Forces on Agricultural and Technical Education as well as in the Task Force on Manpower. It is not possible at this stage to anticipate the conclusions of these Task Forces and the decisions of the Commission thereon. But it may be desirable to indicate that provision for vocational education at the second level would have to be made in Rajasthan Fourth Five Year Plan on a substantial scale and that preliminary work for this purpose would have to be undertaken without delay.

52. Pattern of School and College Classes: One of the most important problems, which will have to be discussed in relation to the reconstruction of education in Rajasthan, is that of the

* It may be stated that, even at the end of the third Five Year Plan, there would be no schools of agricultural education in Rajasthan and that this total of 23 schools include 6 polytechnics, 14 Industrial Training Institutes, and 3 Arts & Crafts Schools.

pattern of school and college classes. At present, Rajasthan has adopted the higher secondary pattern of eleven years of school education followed by a three-year degree course. In this regard, the following tentative basis may be adopted for reconstruction:-

(1) Much of what we call university education is really school education. It is, therefore, necessary, as early as possible, to raise the standard of the B.A. degree and to free the universities from the work of the school stage in which they are engaged at present.

(2) From this point of view, the ultimate target should be to provide a school education of twelve years, followed by a three or four-year degree course.

(3) The first ten years of school education should form a continuous and integrated stage which should be broken up into suitable sub-stages - such as 4 plus 3 plus 3 or 5 plus 3 plus 2.

(4) The eleventh and the twelfth years should form a distinct stage which would serve two purposes: (a) an intensive preparation for higher education for those who propose to enter the universities; and (b) a vocational preparation for those who want to enter life. This stage will ultimately have to be located in the school; but in the transitional stage, it may be located wholly in the school, partly in the school and partly in the college or wholly in a new type of independent institution called the Junior College.

(5) The degree course, both pass and honours, of three or four-years duration would necessarily be located in the universities and colleges.

53. This should be the target in the direction of which every State in the country should ultimately move,

although we may permit each State to reach this goal in its own way and at its own pace. In so far as Rajasthan is concerned, it would be next to impossible to add one year immediately to all the higher secondary schools and to locate the first twelve years of education in the school only. If this programme, which was recommended by the Chatterjee Committee, is taken up in the fourth Five Year Plan, all other programmes which have been included therein and which have a much higher priority, viz., expansion and improvement of teacher training, provision of scholarships at the secondary stage, education of girls, and development of selective schools, would either have to be drastically curtailed or omitted. This would not be in the larger interests of education. It is, therefore, felt that this reform should be implemented in a gradual programme spread over the next two Plans (or even the next three Plans). The following phased programme is suggested for the purpose:-

(1) A full-scale School Leaving Examination should be introduced at the end of Class X. This should be a qualifying examination for several purposes such as admission to training institutions for teachers, polytechnics, industrial training institutes, etc. It would also qualify for entry to the next higher stage of classes XI and XII.

(2) The duration of the P.U.C. course - which is now only one year, and which is not a very satisfactory programme, - should be increased to two years, the admission to this course being thrown open to those who pass the full examination at the end of Class X. This lengthening of the course would be a boon to most of the mofussil colleges where the existing enrolments are too small and uneconomical. Care would, of course,

have to be taken to see that the methods of teaching and organization in the integrated two-year P.U.C. course are suitably modified to suit the age-level and competence of the students entering these classes.

(3) As a transitional measure, the present Higher Secondary Examination at the end of class XI should continue and those who pass this examination should be eligible for admission to the second year of the two-year integrated P.U.C. course.

(4) As funds and teachers become available, the Higher Secondary Schools should be upgraded to include classes XII. In many higher secondary schools with comparatively smaller enrolment, the high level staff is not utilised in full at present and the upgrading of these schools to include the twelfth year may not be very costly.

54. Given a phased programme of this type, Rajasthan would be able to adopt the pattern of 10 plus 2 plus 3 in a period of ten to twelve years without upsetting the priorities of other developmental programmes and without creating any disturbance. This proposal, therefore, deserves serious consideration of the State Government.

55. In our discussions in Rajasthan, we found that public opinion was rather divided. On the point that the total duration of education for the first degree should be increased to fifteen years, there was an over-whelming consensus of opinion. But when it came to the details of the programme, a large variety of opinions was put forward. These may be summarised briefly as follows:-

(1) The present school stage may be left unchanged as 10 plus 1. The three-year degree course, however,

may be lengthened to four years for all students or for honours students only.

(2) The present course should be left unchanged till the end of the B.A. degree stage and the duration of the M.A. course should be increased to three years by the establishment of graduate schools of high quality.

(3) The system of Junior Colleges may be adopted, the education in school being confined to class X only and classes XI and XII being provided in independent institutions.

(4) Classes XI and XII should be provided in the school only. The Kerala pattern may be adopted, viz., a school stage of ten years followed by a two-year P.U.C. and a three-year degree course.

56. Each of these proposals has its own advantages and disadvantages. But after considering all aspects of the problem, we feel that the programme suggested above would probably be the best course to adopt. This is a matter, however, on which a good deal of further discussion would be necessary with the State Government before a final decision is taken.

57. Expansion of Higher Education: The following table shows the expansion of higher education in Rajasthan in the first three Five Year Plans.

Enrolment at university stage (General Professional
and Special) in Rajasthan (1950-51 to 1965-66)

Year	Enrolment for Gen. education			Enrolment for Prof. Education			Enrolment for Spl. Education			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	5939	566	6505	3898	57	3955	214	10	224	10051	633	10684
1951-52	7506	862	8368	4566	51	4617	229	10	239	12301	923	13224
1952-53	9271	1094	10365	5171	57	5228	191	15	206	14631	1166	15797
1953-54	10172	1343	11515	6339	103	6442	426	12	438	16937	1458	18395
1954-55	10392	1567	11959	6676	123	6799	441	15	456	17509	1705	19214
1955-56	11916	1851	13767	7643	124	7767	552	18	570	20111	1993	22104
Average annual increase	13.6	26.8	16.1	14.3	21.7	14.4	21.3	12.5	20.5	15.0	25.5	19.6
1956-57	12172	2178	14350	8188	137	8325	670	17	686	21030	2331	23361
1957-58	12615	2646	15261	9523	197	9720	905	11	916	23043	2854	25897
1958-59	14346	3008	17354	10601	241	10842	1025	21	1046	25972	3270	29242
1959-60	11807	2684	14491	10263	257	10520	360	13	373	22430	2954	25384
1960-61	9892	2448	12340	9551	238	9839	362	19	381	19805	2755	22560
Average annual increase			* 4.3	18.1	4.3							*
1961-62	10353	2824	13177	9027	359	9386	546	16	562	19926	3199	23125
1962-63	11164	3288	14452	11129	425	11554	591	29	620	22884	3742	26626
1963-64	12664	3688	16352	11629	475	12104	610	50	660	24903	4213	29116
1964-65	14464	4180	18644	12130	520	12650	640	70	710	27234	4770	32004
1965-66	16100	4635	20735	12540	570	13110	630	120	750	29270	5325	34595
Average annual increase	10.3	13.7	11.0	6.8	20.2	7.3	11.7	14.5	8.1	14.0	8.9	

* It will be seen that the enrolment in general education as well as the total enrolment has decreased in the Second Plan. This is due merely to the transfer of the enrolment in the first year class of the old four-year degree course to the school stage as class XI or PUC. If this enrolment (which stood at 16,900 in 1960-61) is added, the total enrolment in general education would increase to 29,240 (which implies an average annual increase of 16.2 per cent) and the over-all enrolment to 39,460 (which implies an overall annual increase of 12.5 per cent).

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58. It will be seen that the rate of expansion of higher education was the fastest in the first Plan (15.6 per cent per year) because the base was very narrow at that time. In the second Plan, the overall rate of expansion declined to 12.5 per cent per year. But, owing to the transfer of the first year of the old four-year degree course to the school stage, the enrolment in higher education actually showed a small decrease. In the third Plan, the rate of expansion has gone down still further to 8.9 per cent per year. In the next three Plans, however, this rate of expansion is bound to increase rather than decrease as in the past. This will be due to a variety of reasons:-

(1) The large expansion of primary, and especially middle school education, which has been planned will lead to a considerable expansion in the secondary stage and this is bound to be reflected in an increased rate of expansion in higher education also.

(2) We have recommended that one year should be added to the total period required for taking the first degree. This will imply the addition of one year - either as the 12th year in the higher secondary school or as a second year in the I.U.C. course - and this will lead to a considerable increase in the total enrolment.

(3) Higher education in Rajasthan is comparatively less developed than in other States. For instance, the total enrolment in higher education in Rajasthan at the end of the third Plan would be about 35,000 or 2.2 per cent of the total anticipated enrolment of 16 lakhs in the country as a whole. This is even less than half of what it should be (the population of Rajasthan is about 4.5 per cent of the total population in the Indian Union).

It is, therefore, essential ^{to} stimulate the expansion of higher education in Rajasthan to some extent.

(4) In India as a whole, higher education will expand at about 10 or 11 per cent per year during the next three Plans. In Rajasthan, the rate of expansion would, therefore, have to be higher or about 15 per cent per year over the next 15 years, if the inherited lag is to be made up.

59. On this assumption, the enrolment in higher education in Rajasthan will increase from about 35,000 in 1965-66 to 70,000 in 1970-71, to 140,000 in 1975-76 and 280,000 in 1980-81. Of this, an enrolment of about 20,000 in 1970-71, 40,000 in 1975-76 and 100,000 in 1980-81 would be in the first year and will be transferred, in the final calculations, to the school stage. The net enrolments in higher education proper would, therefore, be 50,000 in 1970-71 (or 1.6 p.c. of the corresponding age-groups), 100,000 in 1975-76 (or 2.5 p.c. of the age-group) and 180,000 in 1980-81 (or 4.2 p.c. of the age-group). Even with this expansion, it may be noted that the enrolments in higher education in Rajasthan will be lower than those in the Indian union as a whole which will be more than 6 p.c. of the corresponding age-group.

60. Enrolments in General and Professional Education: The estimated total enrolments given above will have to be sub-divided into different categories. The first is the break-up of this enrolment into general and professional education. In 1965-66, for instance, the total enrolment in general education will be 20,735. If the enrolment in Commerce classes (which are professional only in name) is added, the total enrolment in Colleges of Arts, Science and Commerce would be 24,195,

as against a total enrolment of 9,650 in all courses of professional education. In other words, the ratio of enrolment in general education to that in professional education will be 5 : 2. In days to come, the ratio of expansion of professional education would have to be considerably accelerated. We, therefore, feel that the total enrolment at the university stage in the next three Five Year Plans may be somewhat on the following lines:

Y e a r	Enrolment in the first year of the 3-year degree course to be transferred to the school stage	Enrolment in higher education (general)	Enrolment in higher education (professional)	Proportion the enrolment in general education to that in professional education
1970-71	20,000	30,000	20,000	3 : 2
1975-76	40,000	60,000	40,000	3 : 2
1980-81	1,00,000	1,20,000	60,000	2 : 1

61. Enrolments in Undergraduate and Postgraduate

Education: It may also be desirable to indicate the break-up of the total enrolment in higher education under two sub-categories: (a) undergraduate education, and (b) post-graduate education and research. At present, the proportion of post-graduate and research students is very small. In 1962-63, for instance, the total number of students in post-graduate courses and research was 2100 or about 8 per cent which is little better than the all-India average of 5.6 per cent. This ought to be at least one-sixth of the total enrolment at the under-graduate stage and it is on the basis of this target that the expansion of post-graduate courses

and research may be planned in the next three plans. On this assumption, the break-up would be on the following lines:-

Year	Undergraduate enrolment	Enrolment in postgraduate courses and research	Percentage of enrolment in postgraduate courses and research to undergraduate enrolment.
1965-66	32,300	2,700	8
1970-71	44,600	5,400	12
1975-76	66,200	13,800	16
1980-81	1,50,000	30,000	20

62. The detailed statistics relating to higher education in the first three Plans are given in Table Nos B-7, B-8, B-9 and B-10 at the end.

63. Qualitative Improvement of Higher Education: The proposals made above dealt mainly with the expansion of higher education and incidentally, emphasised two major programmes which have a connotation for qualitative improvement as well, viz., (a) increasing facilities for post-graduate teaching and research, and (b) increasing the enrolment in professional education more rapidly than that in courses of general education. In addition to this, a large number of measures would have to be adopted at the university stage with a view to improve quality. Some of these have been indicated below:

(1) Restrictions on Admissions: In order to check the deterioration of academic standards at the university level, the State Government has imposed certain restrictions on admissions. Only students securing at least 45 per cent of marks are admitted to the Science Faculty and students securing at least 40 per cent marks are admitted to the Arts and Commerce Faculties. This is a very healthy restriction

and should continue. If possible, the minimum percentage of qualifying marks may be increased to 50 and 45 per cent respectively.

(2) Control of Sub-standard Institutions: The proliferation of sub-standard institutions, which is a very common feature of expansion in higher education in the country, is not marked in Rajasthan due to two main reasons: (a) a policy of restriction on admissions adopted by the State Government, and (b) most of the institutions of higher education in the State are established and conducted by Government. However, some of the mofussil colleges leave a good deal to be desired from the point of view of standards and enrolments. An effort should, therefore, be made to provide the basic minimum facilities required in all the existing institutions of higher education, and, while opening new institutions, care should be taken to see that the basic essential minimum of facilities are invariably provided.

(3) Correspondence Education and Evening Classes: The pressures for admission on universities are bound to increase with the expansion of secondary education and the growing desire for higher education among the people. In view of the limitations on funds and teachers, it may not be possible to provide for higher education for all who desire it and even quality for it. It is, therefore, necessary to start programmes of evening classes and correspondence courses. There are Evening Colleges in Jaipur and Udaipur at present and we understand that some more institutions of the same type are being established in the private sector. We feel that the conduct of evening classes and correspondence courses must be regarded as an integral part of the programmes offered by the Universities and selected colleges in the State and that these should be thrown open to all and not restricted to employed persons only as at present. It is, therefore, necessary to prepare a detailed plan for the

purpose and implement it on a fairly large-scale.

(4) Uneconomic Units: It is impossible to maintain standards consistent with reasonable costs unless enrolment of an economic size can be ensured. At present, there are several colleges in the State which have very small uneconomic enrolments. In this connection, attention is invited to an analysis of enrolment teacher and expenditure in the 57 colleges existing in 1963-64 given in Annexure XVI. It can be easily seen therefrom that low enrolments will generally go with low student-teacher ratio and high costs and that large enrolments will tend to facilitate the adoption of larger student-teacher ratios without affecting efficiency and thus reduce costs. It may be said that a minimum enrolment of 300 is essential for an economic college unit; and even on this modest basis, more than half the existing institutions are too small. We, therefore, feel that there should be no haste to discontinue the F.U.C. classes, especially in colleges where the total enrolment is below 300. On the other hand, increasing the duration of the F.U.C. course to two years may help these institutions to be economic and would secure expansion with very little rise in cost.

(5) Honours Course: If standards are to be improved, it is necessary to isolate the talented students and provide them with good teachers and challenging programmes of instruction. This could be done by instituting honours courses, to which only selected students could be admitted. As suggested by the State Government, the duration of the honours course may be four years to begin with, until the duration of the school course is increased to 12 years and thereafter, they may be of three years as in the pass course. The first year of the four-year honours

course should be common to both Pass and Honours students; and the special honours programme should start only from the second year. Some special recognition may also have to be given to the honours course in order to make it attractive to the students. It is not necessary to begin these honours courses either in all places or in all subjects at the same time. A beginning may be made in subjects and places where the necessary facilities and teachers exist; and the programme may be extended further on the basis of the availability of teachers and facilities.

64. There are a number of other programmes in higher education which will have to be developed in all parts of the country with a view to qualitative improvement of education. These include:-

- (i) medium of instruction;
- (ii) proper organisation of teaching and research;
- (iii) revision of curricula;
- (iv) provision of facilities for student welfare in general and in particular, emphasizing programmes for free supply of textbooks, provision of hostels, day-study centres, health services, etc.;
- (v) modification in the N.C.C. programme;
- (vi) providing opportunities to university students to participate effectively and purposefully in programmes of national reconstruction;
- (vii) relating the work in the universities closely to the life of the community around;
- (viii) developing programmes of adult education to universities, etc.

These are now under the ^{active} consideration of the Education Commission at present. Its recommendations on these and allied matters, which would be of an all-India character, would also be applicable to Rajasthan.

65. Scholarships: The Government of Rajasthan has a fairly liberal programme of scholarships at the University stage.

This is divided into two categories (a) merit scholarships; and (b) merit-cum-need scholarships.

(a) Merit scholarships are given to all Rajasthani students who secure at least 60 per cent marks or the First Division in their public examinations and the income of whose parents does not exceed Rs.4800 per annum. The rates of the scholarships are as follows :-

- (1) Rs.350 per academic year for students of F.U.C, 1st Year of Three Years Degree Course in Arts and Commerce.
- (2) Rs.425 per academic year for students of F.U.C. (Science). Post High/Higher Secondary School, Diploma course in Polytechnics, Veterinary, Agriculture and other Technical subjects.
- (3) Rs.400 per academic year for students of Undergraduate in Commerce, Arts and LL.B. (Previous)
- (4) Rs.475 per academic year for students of undergraduate in Science.
- (5) Rs.600 per academic year for students of Post-graduate classes in Arts and Commerce and LL.M. (Previous).
- (6) Rs.725 per academic year for Post-graduate students in Science.
- (7) Rs.900 for students studying in Medical and Engineering Colleges.

(b) The merit-cum-need scholarships are awarded to Rajasthani students who show high promise of benefitting from higher education but who cannot pursue their studies further on account of economic difficulties. The rates of these scholarships are given below :-

- (a) Rs.150 per academic year to students of Higher Secondary (XI) class, F.U.C classes and First Year of Three Year Degree Course in recognised colleges of Rajasthan.
- (b) Rs.200 per academic year to students of Second Year and Third Year of Three Year Degree course in recognised colleges of Rajasthan.
- (c) Rs.250 per academic year to students of Post-graduate classes, excluding students of Law in recognised Colleges of Rajasthan.
- (d) Rs.250 per academic year to students belonging to Rajasthan and studying for some specialised courses in recognised institutions in Rajasthan and outside Rajasthan.

For these scholarships, a certain ad hoc provision is made in the budget and the applications received are decided on merits.

66. In 1961-62, 6.1 per cent of the students in University Teaching Departments received scholarships whose average value was Rs. 585.5 per student per year; in the colleges of general education, 13.4 per cent of the students received scholarships whose annual average value was Rs. 278.8 per student; in colleges of professional education, the proportion of scholarship-holders (22.4 per cent) was the highest and the average annual amount of each scholarships was Rs. 419.7; and in the colleges of special education, 6.8 per cent of the students received a average annual scholarship of Rs. 223 per student. Taking all institutions of higher education together 14.4 per cent of the students received an average annual scholarship of Rs. 343.4. The corresponding figures for the whole of India (1960-61) are 17.45 per cent and Rs. 335.8. It will thus be seen that the situation in this regard needs still further improvement.

67. Incidentally, it may be said that the scheme of loan scholarships introduced by the Government of India for students of higher education in the third five year plan does not make any headway in Rajasthan, mainly because every student entitled for a loan scholarship under the Government of India scheme can get an outright scholarship from the State Government. This shows the need for coordinating central schemes more carefully with those of the State Governments.

68. We feel that an attempt should be made to improve

the existing situation in three ways :

(a) The existing scheme of merit scholarships should be continued with one modification, viz., that the amount of the scholarship should be large enough to meet all the expenditure of the students in higher education and that the parent should be made to contribute towards it in some proportion based on his income.

For instance, parents whose annual income is below Rs.4800 need not make any contribution; those whose income is between Rs.4800 and Rs.6600 may be made to contribute 5 per cent of their income towards scholarships; and those whose income is between Rs.6600 and Rs.10,000 they may contribute 10 per cent of their income. The idea of such a scheme is to abolish the sharp distinction that now exists between those whose income is below Rs.400 p.m. and those whose income exceeds that figure.

(b) The scheme of merit-cum-need scholarships should also be modified. These scholarships should be available to all students who have secured at least a second class and who wish to proceed further. The amount of the scholarships should be the same as in merit scholarships. But only about 25 per cent of it should be treated as grant-in-aid and the rest should be regarded as a loan which could be recovered (according to certain common procedures prescribed) after the students begin to earn. In the alternative, the entire amount of the scholarships may also be treated as a loan scholarship.

(c) The possibility of instituting loan scholarships which could be available on demand to all students who have at least secured a second class for higher education and which can be repaid in convenient instalments after the student has begun to earn should also be considered.

69. The problem of university administration is very important and is now engaging the attention of the Education Commission. The general recommendations of the Commission in this behalf would naturally be applicable to Rajasthan as well. In addition, the following points need special attention in Rajasthan:-

(1) There has to be some established procedure, preferably informal and through functions, for coordinating the work of the different universities in the State. The need for such coordination was not felt in Rajasthan so far because there was only one university. But now that there are three universities, it is necessary to examine the problem and to set up a suitable organization.

(2) The original idea was that Colleges of Agriculture, Animal Husbandry, and Veterinary Education would be affiliated to the University of Udaipur. This decision has been implemented only in so far as Government colleges are concerned and private colleges of Agriculture still remain outside its purview. The desirability or otherwise of affiliating all Agricultural, Animal Husbandry and Veterinary Colleges in the State to a single University will, therefore, have to be re-examined.

(3) The proper administration of colleges affiliated to Universities is a very important problem. Rajasthan has a very large number of Government colleges and these are administered by a Directorate of Collegiate Education. The Radhakrishnan Commission was not in favour of the administration of Colleges by State Departments of Education and recommended that all colleges conducted by Government should be transferred to Universities. Some action on these lines has been taken in Rajasthan and the results have not

been an un-mixed blessing. The experiment was tried in Mysore as well but without success. Probably, there is a good deal in the view that universities should not be burdened with the administration of Government colleges. A good reform would probably be to constitute an autonomous body to administer all government colleges. This may have a Governing Board which should have a whole-time paid Chairman of the status of a Vice-Chancellor and the Deputy Director for Collegiate Education should be its ex-officio Secretary. The Director of Collegiate Education should be an ex-officio Member and so would be all the Vice-Chancellors of the Universities in the State. In addition, there may be a few nominated educationists and university teachers. Such an arrangement would have several advantages. It would make the administration of colleges far less amenable to political influences and considerations and more academic-oriented. It will also get over the difficulty under which the staff of the government colleges (which belongs to the Rajasthan State Service) could not be given the U.G.C. scales of pay. A stage has probably come in India when the administration of the most significant educational institutions should be vested, not in the State Education Departments, but in autonomous educational bodies, working under the supervision of the Department. The outline indicated above may be a good step in this direction and the proposal should be examined from this point of view.

(4) A reference has already been made to the idea of selecting one college in every district and develop it intensively. This programme needs to be emphasised and implemented in earnest from the fourth Plan itself.

70. The problem of Central Universities also needs consideration. Sometime ago, the Conference of State Education Ministers passed a Resolution to the effect that there should be a Central University in every State. This idea finds favour with the Rajasthan State Government. The University of Rajasthan has developed very well and has a very great potential of young talent. If it could be made a teaching and unitary university for Jaipur City (its affiliating function is being transferred to another university set up for the purpose), the University of Rajasthan could be a very good institution for future development as a Central University. This proposal of Central Universities will have to be discussed in detail and all its implications carefully studied. But it should be given very high priority and we feel that, in consultation with the State Government, the Government of India should evolve some basis under which the University of Rajasthan could be developed as a Central University.

71. Adult Education: The problem of Adult Education is extremely important and almost similar in all parts of the country. It has three important aspects:

(1) Remedial Forms of Adult Education: The first and a transitional aspect of our Adult Education programmes is remedial, i.e. to provide opportunities of formal education to those who have missed them in their early years. This aspect would include the following programmes:-

(a) Liquidation of Adult Illiteracy.

(b) Provision of elementary general education (with an emphasis of the three Rs) to those children in the age-group 14-17 who have missed the opportunity of receiving compulsory primary education in early childhood and who, in the absence of such a programme, would grow

into illiterate adults; and

(c) to provide part-time education to children in the age-group 14-17 who have completed elementary education (either in whole or in part) but who are unable to pursue secondary education on a full-time basis.

(2) Education Of Leadership, particularly in Rural Areas: The social and political leadership in our society at present (which generally falls in the age range 30-55) had very limited opportunities of formal education in its early years because, in those days, the educational facilities in Rajasthan were extremely limited. This is particularly so in rural areas. And yet, it is on the quality of this leadership that the future of the country largely depends. It is, therefore, absolutely essential to organise a special programme of Adult Education for this leadership in order to prepare it intellectually and academically for meeting the complicated and complex problems of modern life in India. This is a special programme of Adult Education of the highest significance and the greatest emphasis would have to be laid on it during the next three Plans.

(3) Preparation For The Ultimate Objective: In the days to come, Adult Education will increasingly assume a position of immense significance. There is a terrific explosion of knowledge in modern societies and it has been estimated that total quantum of scientific knowledge in the world is now doubling in a period of ten years and that this rate would be accelerated even more in future. No formal system of education can keep up with this rate of programmes and, as Dr. Kothari has observed, "a research paper, if a good one, is often out of date on the day of its publication and a graduate is obsolescent on the day of his graduation". In such a society, adult education

becomes co-extensive with life and every adult is required to try to keep abreast with the growth of knowledge. Consequently, adult education ceases to be merely a remedial programme for those who missed opportunities for education in their youth (as it has been so far) and becomes equivalent to a continual further education of persons who are already highly educated. Such a programme of adult education would have to be built up in the national system of education in India, which will ultimately have to provide the universal, free and compulsory education to the age of 14 (to be raised **further** to 16 as early as possible) and a very large programme of evening classes and part-time or correspondence education in the universities, an immense programme of in-service and on-the-job training for all workers and the infra-structure of informal education which will facilitate further self-learning by all citizens. Preparation for this ultimate objective should be the first important aspect of the programmes of adult education to be developed in the next fifteen years.

We shall deal with each of these aspects seriatim:

72. Liquidation of Adult Illiteracy: In view of the fact that facilities for elementary education were not adequately developed in Rajasthan prior to 1948, the percentage of literacy in the State is low. In 1951, the percentage of literacy in Rajasthan was 8.9 as against 16.6 for India as a whole. In 1961, it rose only to 15.2 as against 23.7 for India as a whole. In fact, the percentage of literacy for the population as a whole in India (23.7) is equal to the percentage of literacy amongst males in Rajasthan (23.7) and the overall average is brought down because the percentage of literacy is very low among women (3.0% in 1951 and 5.8% in 1961). Even within this low average, there are large variations from district to district*.

*Please see Table No. B-14 at the end.

... which has a long tradition for the development of elementary education has the highest percentage of literacy - 25.3 (36.0 for men and 13.6 for women). The lowest percentage of literacy is found in the three districts of Barmer (7.5% for all - 12.5% for men and 1.6% for women), Jalore (7.9% for all - 13.6% for men and 1.3% for women), and Banswara (8.8% for all - 14.0% for men and 3.4% for women). Obviously, the liquidation of adult illiteracy has to be a top priority programme in Rajasthan.

73. We are very happy to find that the State Government is contemplating the launching of a big programme for the liquidation of adult illiteracy on a voluntary basis. The main idea is to develop a programme on the lines of the Gramsikshan Mohim in Maharashtra where the workers in Adult Education do not receive any remuneration but adequate provision is made for providing necessary equipment to adult learners and also to maintain the literacy, once it is attained. The Education Commission is considering the best manner in which such a movement could be organised within our existing educational system, at a minimum of cost and with the best of results. Its recommendations in this sector would be of use to all areas and also to Rajasthan. In the meanwhile, we would like to emphasise that very high priority should be given to this programme in the fourth Five Year Plan of the State.

74. Part-time Education For Children In The Age-Group 14-17: Equally important is another programme - Part-time Education for those children in the age-group 14-17 who did not attend elementary schools in their early years (or attended it for so short a period as to receive no benefit worth the name) and who, therefore, would

grow up into illiterate adults unless some programme is devised for giving them a basic minimum education on a part-time basis during these impressionable years. It is true that steps are being taken to develop universal and compulsory primary education for all children in Rajasthan by 1931 or by 1935 at the latest. Once this programme has been successfully completed, there would be no additions to the ranks of adult illiterates. But during the next three Plans, a large number of children will continue to grow up and pass beyond the age of 14 years without either having joined a primary school or having attended it only for so short a period that they have not been able to attain permanent literacy. It is, therefore, very strongly recommended that part-time education should be provided for all children in this age-group.

75. The programme to be drawn up for this purpose should be very elastic. In the case of such grown up children, it is possible to provide the minimum basic education in the three R's and citizenship in a period of about 300 to 900 hours, depending upon the capacity and the previous educational experience of the child. We, therefore, suggest that we should launch a movement in the countryside to provide part-time education (1½ to 2 hours per day for three days in a week) for all children in the age-group 14-17. The programme should be organised by teachers working in elementary and secondary schools who should be paid a special allowance for the purpose. It might begin with boys in the first instance and may be extended to girls as teachers become available and local opinion gets prepared. It is obvious that this would not be a very costly programme and it would ensure that all further additions to the rank of adult illiterates would be effectively prevented.

76. Part-time Secondary Education: In a modern technological society of the type which we propose to creat in India, secondary education should be the minimum education to be provided for every child. It will not be possible to reach this ideal by 1961 and the best we can hope for is to provide, by that date, free and universal education for all children up to the age of 14 years and to provide secondary education for 30 to 40% of the children in the age-group 14-18. There would, therefore, be a very large number of children in the age-group 14-18 who would have completed elementary education either wholly or in part and who desire to continue their studies in secondary education but who cannot do so on a full-time basis on account of social or economic difficulties. It is necessary to provide part-time or correspondence secondary education for such children on as large a scale as possible through the media of existing secondary schools. In fact, every secondary school in the country should develop, in the course of the next five to ten years, a day full-time programme for such children as can receive secondary education on a full-time basis and an evening or part-time programme for those who cannot avail themselves of secondary education on a full-time basis. In addition, programmes of secondary education through correspondence could also be developed from a few selected centres in each State. We recommend that a beginning in this programme should be made in Rajasthan in the fourth Five Year Plan and that it should be developed to the largest extent possible in the subsequent two Plans.

77. Education Of Leadership, Particularly in Rural Areas: It is necessary to provide an intensive

programme of Adult Education for the new social and political leadership that is emerging in the country, particularly in rural areas. This could be best organised through short courses which could be conducted for them by the universities and the colleges. We feel that every university should develop an extra-mural services department and every college should develop an extension wing for this programme. Its object should be to bring the new emerging social and political leadership in close contact with the intellectual elite in the universities and to enable it to understand the complex problems of national reconstruction. The Education Commission is currently engaged in working out the details of this significant programme. This would be applicable to all States and also to Rajasthan. We recommend that a lump sum provision may be made in the fourth Five Year Plan of the State for the development of this programme as soon as its details have been finalised.

78. Preparations For the Ultimate Programme of Adult Education: While the remedial programmes suggested above are being implemented intensively steps will have to be taken, side by side, to prepare the ground for the ultimate programme of Adult Education also. For this purpose, a number of steps will be necessary. In the first place, the objective of teaching at the school stage should be, not so much to impart information as to awakening curiosity, to build up the capacity to think and to judge, and to create and promote attitudes and habits of self-study and self-instruction. If this task is properly done, there would be a considerable carry-over into adulthood and the average individual coming out of the educational

system would engage himself continuously in a programme of self-improvement through self-instruction. Secondly, programmes will have to be devised for providing part-time and correspondence education in all the universities so that students desiring to keep themselves abreast with the growth of knowledge could easily do so without being called upon to make heavy financial sacrifices. The admission to these courses should not be rigid and they should be open even to persons who are not normally eligible for admission to a formal university course but who desire to avail themselves of certain specific courses at university level. Thirdly, in-service education or on-the-job training will have to be provided for all workers, both in the public and the private sectors, because such education - which should be partly professional and partly general - assists materially in increasing productivity and professional efficiency. Lastly, the infra-structure of informal education such as libraries, museums, and modern mass communication media such as the radio, the film, and the television will have to be so developed that adequate facilities would be readily available for every individual for self-instruction and development. The Education Commission is currently engaged in preparing a detailed programme for this important aspect of the problem of Adult Education; and in order to implement it without loss of time, it may be desirable to make a lump sum provision for it in the fourth Five Year Plan of the State at this stage.

79. Pre-Primary Education: The relevant statistics of pre-primary education in Rajasthan are given in Table No. B-11 at the end. It may be stated that these statistics relate only to regular pre-primary

schools recognised by the Education Department. They do not include statistics of the Balvadis in rural areas which are conducted either by the Community Development administration or by the Central Social Welfare Board. Nor do they include un-recognised primary schools which exist in most urban areas.

80. The tradition in Rajasthan is to maintain good pre-primary schools which maintain high standards. This is true of Government as well as of private pre-primary schools. If anything, some of the private pre-primary schools are maintaining really very high standards and can be compared to outstanding similar institutions in any part of the country. Naturally, therefore, the number are limited and the cost per pupil is high.

81. For the development of pre-primary education during the next three Plans, the following policies may be recommended :-

(1) The target should be to establish a good pre-primary school in every Panchayat Samiti by the end of the sixth Five Year Plan. This will imply that the number of such good pre-primary schools would have to be increased to 232 as against 26 which exist at present. Where private effort comes forward to maintain such institutions, it should be encouraged. But where it is not forthcoming, the State Government (or preferably the Panchayat Samiti) should maintain such an institution.

(2) Pre-Primary education is spreading in urban areas on a voluntary basis. No impediment should be put in the way of its expansion. On the other hand, the State should provide facilities for the training of pre-primary teachers. It is to be regretted that there is no training institution for pre-primary

teachers in Rajasthan at present. It is, therefore, recommended that the State should either establish or assist the establishment in the private sector, of at least one pre-primary training institution in each Division. In addition, a system of grants-in-aid could be devised for private pre-primary schools which serve the underprivileged sections of society in urban areas or work in rural areas.

(3) If pre-primary education is to spread in rural areas, the cost per pupil will have to be brought down considerably. This could be done by training local women, although not highly educated, in short courses and helping them to conduct pre-primary schools in their own localities under the guidance and supervision of the Panchayat Samitis. Such an experiment is being tried in Madras; and probably it could be adopted with advantage in other areas as well.

82. Education of Scheduled Castes and Scheduled Tribes:

The scheduled castes in Rajasthan form 16.7 per cent of the population and the scheduled tribes form 11.5 per cent. These two weaker sections of the society alone constitute 28.2 per cent of the total population. In other words, two out of every seven persons belong to the backward classes. The problem of their education and welfare is, therefore, of very great importance.

83. The statistics relating to the education of the scheduled castes and scheduled tribes (1960-61) are given in Table B-12 at the end. If the education of the scheduled castes and scheduled tribes is to be on par with that of the other communities, their enrolment in the various types of educational institutions and at the different stages of education should bear about the same percentage to

corresponding total enrolment as the population of these backward groups bear to the total population of the State. On the basis of this criteria, the following conclusions emerge from these statistics :-

(1) The enrolment of the backward classes is comparatively much poorer, in all stages of education and in all types of institutions, than that of the remaining communities. For instance, even in primary schools, the enrolment of the scheduled caste children was only 28,659 or 4.4 per cent of the total enrolment although their percentage to the total population was 16.7. Similarly, the enrolment of the scheduled tribes in primary schools was only 19,901 or 2.3 per cent of the total enrolment although their proportion in the total population was 11.5 per cent. The enrolment of girls from these communities is even smaller. This shows how a long way we have to go before even universal primary education could be provided to these children.

(2) At the middle school stage, the proportion of children from these communities drops still further. For instance, the enrolment of the scheduled caste children in the middle schools was only 3.6 per cent and that from the scheduled tribes was only 0.9 per cent. The implication is obvious - the wastage in these communities is much larger than for the society as a whole. This is mainly to social and economic causes.

(3) At the secondary stage, there is a still further drop although it is not very heavy - the proportion of the enrolment of scheduled castes to total enrolment being 3.2 per cent and the corresponding figure for the scheduled tribes being 0.6 per cent.

(4) In higher education, there is a still further drop and the enrolment of the scheduled castes was only 1.5 per cent of the total enrolment at this stage and

that of the scheduled tribes was only 0.5 per cent. This happens in spite of the fact that every scheduled caste and scheduled tribe student studying in an institution of higher education is given a scholarship by the Government of India. The number of scheduled caste girls studying in higher education was only 11 for the State as a whole and there was not a single girl of the scheduled tribes at this stage.

(5) In vocational education also, the picture is similar and to a certain extent, even worse. Excluding other types of professional schools (which mostly include adult education classes), the enrolment of the scheduled castes varies, according to the type of institution, from 0.6 per cent in schools of engineering and technology to 4.6 per cent in technical and industrial schools, while that of the scheduled tribes varies from 0.1 per cent in schools of medicine, veterinary science, engineering and technology to 0.3 per cent in schools of commerce. Even in this area, therefore, greater attention is needed to promote the education of these social groups than has been devoted to it in the past.

84. The general programme for the promotion of education of the scheduled castes and scheduled tribes is now under the consideration of the Education Commission and its recommendations in this sector would be applicable to all States and also to Rajasthan. It is, therefore, not necessary to discuss them here. Only one point needs to be emphasized: the education of the scheduled castes and scheduled tribes is backward in all parts of the country. But even in this regard, the position in Rajasthan appears unfavourable as compared with that in several other States.*

*See Paper on the Education of the Scheduled Castes and Scheduled Tribes by Shri J. P. Naik.

The State Government should, therefore, emphasise the promotion of education of these groups very largely in the next three Five Year Plans.

35. One special point needs mention. The population of the Scheduled Castes and Scheduled Tribes is not equitably distributed between the different Districts in the State, so that some districts have a very great handicap in these matters, while others have comparatively a lighter load to carry.* For instance, the population of Scheduled Castes is 16.7 per cent of the total population of the State as a whole. However, it rises to 28.7 per cent in Ganganagar, 22.3 per cent in Sawai Madhupur, 21.4 per cent in Bharatpur, 21.2 per cent in Tonk and 20.5 per cent in Chittorgarh, while it is as low as 4.6 per cent each in Banswara and Dungarpur, 6.5 per cent in Barmer, 8.7 per cent in Udaipur and 12.7 per cent in Jodhpur. The population of the Scheduled Tribes is 11.5 per cent of the total population of the State. But it rises to 62.6 per cent in Banswara, 60.1 per cent in Dungarpur, 28.6 per cent in Udaipur, 22.2 per cent in Sawai Madhupur and 21.9 per cent in Chittorgarh while it is only 0.2 per cent each in Ganganagar and Bikaner, 0.3 per cent in Nagaur, 0.5 per cent in Churu and 1.6 per cent in Ajmer and Jhunjhunu. Taking both the Scheduled Castes and Scheduled Tribes together, the average for the State as a whole is 28.2 per cent. But it rises to 67.2 per cent in Banswara, 64.7 per cent in Dungarpur, 44.5 per cent in Sawai Madhupur, 42.4 per cent in Chittorgarh and 40.0 per cent in Sirohi, while it is only 11.9 per cent in Barmer, 14.7 per cent in Jodhpur, 15.0 per cent in Bikaner, 15.4 per cent in Jhunjhunu and 16.5 per cent in Sikar. In planning programmes of educational development, those districts which have a handicap of a very large backward class population would have to be given preferential treatment.

*See Annexure XVII for details

Education of the Handicapped Children: This is, by and large, a comparatively neglected area in Indian education, but still more so in Rajasthan which has the smallest number of educational institutions for this unhappy group as well as the smallest enrolment. The relative statistics of these institutions are given in Table No.B-13 at the end. It will be seen therefrom that, in the entire State, there are only three institutions for the education of the handicapped children - two for the blind (one at Ajmer and another at Bikaner) and one for the deaf and dumb at Jaipur. The total enrolment in all these institutions is only 160 (150 boys and 10 girls). The entire cost on the programme is Rs. 80,000.

87. For the Development of education for handicapped children during the next three Five Year Plans, the following programmes may be considered:-

(1) Techniques are now being developed for the education of the handicapped children, along with that of normal ones, in ordinary schools. This bold programme has the advantage of reducing costs very considerably. This matter is now engaging the attention of the Education Commission and its proposals on this subject will apply to all States. We feel that these programmes would have to be emphasised in the long run and a beginning in that direction will have to be made in the Fourth Five Year Plan itself.

(2) The ultimate target to be reached by the end of the Sixth Plan should be to establish at least one school for the deaf and dumb and at least one school for the blind in each district. In addition, for the physically and mentally handicapped children, a school should be established, in close collaboration with the Medical Colleges, in each Division. The ultimate target,

therefore, would be to establish 57 schools -5 (one in each Division) for the physically and mentally handicapped and 26 each for the blind as well as the deaf and dumb. A beginning in this direction may be made in the Fourth Five Year Plan by establishing at least one school for deaf or dimb (or blind) in each Division and by establishing at least one school for the State, in close collaboration with one Medical College, for the physically and mentally handicapped children.

88. Preservation of old Traditions and Art: Rajasthan has a very rich inheritance of folk songs, folk tales, folk dramas, folk sayings, etc. It has also a very rich inheritance of traditional dances, drama and music. More vigorous steps than in the past would have to be taken to preserve these. We were very much impressed by the interesting memorandum on the subject submitted by Rani Lakshmi Kumari Chudawat which has also been forwarded to the State Government. Development on the lines indicated in the memorandum is extremely worthwhile and adequate funds for the programme may be provided in the fourth Plan itself.

89. Educational Administration: Educational Administration in India is, by and large, weak and it is very largely due to this weakness that most of our best laid plans have gone astray. During the next three Plans, therefore, the strengthening of educational administration would have to be a very high priority programme in all States. It will have to be all the more so in Rajasthan where educational administration was very weak in 1948-49 when the Rajasthan State was formed and which has only become weaker during the last 17 years.

90. The reasons for this persistent weakness are

several and can be easily summarised. The present Education Department had to be created out of a merger of 19 small Education Departments which were inherited from the different States that went into the formation of the present Rajasthan State. As usually happens in such cases, a personnel which was quite adequate to cope with the small educational administration of the erstwhile Princely States finds its unable to deal with the complicated and complex problems of educational development in a large State and particularly in a period like the present one when programmes of large quantitative expansion and qualitative improvement have to be pursued simultaneously. Secondly, the modes of recruitment and scales of pay for the Education Department have not been very satisfactory with the result that it has not been able to attract talent. Thirdly, very little effort has been put in for the in-service training of the personnel of the Department. Finally, the general policy has been very niggardly in so far as the expansion of the Department is concerned. In consequence, not only has the Department not grown with the expansion of the educational system, but its strength at the end of the third Five Year Plan is even less than what it was at the end of the second Five Year Plan. In 1965-66, for instance, the total educational expenditure on Direction and Supervision would be only 1.4% of total educational expenditure as against 3.4% in 1960-61. These inherent difficulties would have to be overcome and the existing policies would have to be considerably revised if the public is to get a proper return for the large investments it is making in education from year to year.

91. In reorganizing the State Education Department, the following points might be kept in view:-

(1) Coordination: At present, the educational programmes are spread over a number of Departments. For general education, there are as many as three Directors of Education - the Director of Collegiate Education, the Director of Primary & Secondary Education and the Director of Sanskrit Education. There is, in addition, a special Director for Technical Education. Agricultural Education is dealt with in the Department of Agriculture and Medical & Health Education in the Medical & Health Services Department.

It is necessary that these different programmes of educational development should be coordinated properly and viewed as parts of a comprehensive whole. It is, therefore, desirable to create, at the State level, the following two organizations for the purpose of coordination:-

(a) A State Council of Education with the Education Minister as Chairman and a suitable officer of the Education Department as Secretary. This should have on it the representatives of all Departments which deal with the above programmes, the different Directors dealing with these programmes, and a sufficient number of non-official educationists. Its main function would be to advise the State Government on a coordinated development of the entire programme of education in the State. It may form special committees or different Standing Committees for dealing with different aspects of the educational programme.

(b) A Coordinating Committee at the officers level consisting of all the Secretaries to Government dealing

with the above educational programmes as well as of all the Directors who deal with them. This Committee should meet frequently, about once in two or three months, under the Chairmanship of the seniormost Secretary to Government, and review the planning and implementation of the comprehensive programme of educational development formulated by the State Government on the advice of the State Council of Education.

(2) Reorganization of Directorates: Until very recently, there were four Directors in Education - Director of Collegiate Education, Director of Primary & Secondary Education, Director of Sanskrit Education and Director of Technical Education - whose work was coordinated and supervised by the Education Secretary. A step forward has recently been taken by the appointment of the Director of Collegiate Education as Director of Education for the State and by creating the post of an Additional Director of Education to deal with primary and secondary education. In our opinion, this should make for better coordination of policies. A similar step may be taken for coordinating the work of Sanskrit Education as well and integrating it within the Department itself.

(3) Change in procedure for recruitment: At present, direct recruitment is only done to the posts of Headmasters of Secondary or Higher Secondary Schools and all higher posts are filled only by promotion. The result is that fresh blood is injected into the Department at the lower level only and persons of adequate talent who are necessary to fill the higher posts in the Department are not attracted to it. We feel that this procedure would have to be radically altered. At least 50 per cent of the posts of the District Inspectors of

Schools should be filled by open competition. This practice obtains in several States where the results are found to be satisfactory and it is worthy of adoption in Rajasthan also.

(4) Rationalisation of pay scales: The pay scales in the Education Department of Rajasthan are ^{not} quite adequately coordinated and will have to be rationalised. For instance, the scale of pay for District Educational Officers is low and that for the Deputy Directors of Education is very low indeed, especially in comparison with the responsibilities of the post. The qualifications prescribed for the Headmasters and senior teachers of Higher Secondary Schools are similar to those of lecturers in colleges. In fact, they may even be considered to be higher because a degree in Education is also insisted upon in addition to a second class M.A. degree. But the scales of pay given to the senior teachers and Headmasters of Higher Secondary Schools are lower than those given to lecturers in Government Colleges. It is because of this lacuna that it is so difficult to get competent teachers for higher secondary schools in Rajasthan. The same difficulty was experienced in the Punjab where a rule has now been adopted under which senior teachers of higher secondary schools get the same scales of pay as lecturers in colleges so that the difficulty has been immensely reduced. It may be worthwhile for Rajasthan also to adopt a similar reform. It was pointed out earlier that the scales of pay of teachers in STC schools are inferior to those of teachers in higher secondary schools and that this has an adverse effect on the quality of these institutions. It is not necessary to labour the point further. What has been stated above is enough to indicate that the entire salary

structure of the Education Department will have to be reviewed and revised from the point of view of rationalisation and for attracting talent.

(5) In-service Education: There is no arrangement at present for the in-service education of the officers of the Education Department and necessary provision for this will have to be made very soon. The State Institute of Education should develop programmes of in-service education for the Extension Officers (Education) working at the Panchayat Samiti level. For officers at higher levels, programmes of periodic conferences, workshops, and seminars will have to be devised. A suitable cell should be created in the Directorate of Education to plan these programmes and to implement them. In addition, a system should be devised under which the officers of the Education Department working on the administration side should be given leave on full pay for six months in every period of five years. During the period of such leave, they should be requested to spend their time in a university studying some problem in detail or in the field investigating upon some aspect of education which interests them. Such periodic assignments would assist in keeping them abreast of educational thought and contribute materially to the efficiency of the Department.

(6) Interchangeability between teaching and administrative branches: At present, there is some inter-changeability between the teaching and administrative branches at lower levels in the sense that trained graduate teachers in high and higher secondary or middle schools can be posted as Education Extension Officers and draw, during the period of such posting, a small allowance in addition to their pay. But this is not enough. Such transfer to administrative posts would be extremely beneficial to the

staff of the STCS; but it is not permissible under the present rules. The staff of the training colleges for secondary teachers would gain considerably by being posted as Inspecting Officers in the field from time to time; and so would the Inspecting Officers gain, if posted to training institutions for specific periods. But this interchange is not possible under the existing rules. Even the college teachers should be eligible for transfer; if they so desire, to the administrative branch, if they have the necessary qualifications, should be eligible for being posted as teachers in colleges. Even in the case of university teachers, it should be a practice to requisition their services, on a contract basis, to hold specific posts for specific periods. Everything is lost and nothing is gained by sub-dividing the Education Department, small as it is, into a number of water-tight and still smaller compartments. It is, therefore, strongly recommended that the existing rules and practices should be so modified as to permit of mobility within the Education Department from one cadre to another or from one type of job to another.

(7) State Board of Secondary Education: There is at present a State Board of Secondary Education; but its functions are limited almost exclusively to the holding of examinations. There is no reason why they should be so restricted. In fact, efficiency would be greater if problems of inspection and supervision, curriculum, and examination reform can be dealt with together. We also feel that, as far as possible, the State Education Department should be divested of direct administration of educational institutions. From this point of view, we have already suggested elsewhere the formation of an

autonomous body for the management of all Government colleges. On the same lines, it should be possible to form a statutory body for the management of all Government secondary schools and for providing financial aid to private secondary schools. This body should be a small compact organisation consisting of a whole-time Chairman of the status of a Vice-Chancellor, an officer of the Education Department as Secretary, the Director of Education as a member, some representatives of the Universities and a few nominated non-officials representing all interests, and particularly the secondary schools and teachers. For special functions like the holding of examinations at the end of the secondary school stage, or preparation of curricula or improvement of examinations, it could have advisory bodies. When such an organization is created, the existing State Board of Secondary Education may be either abolished or merged in it. We feel that such an organization would be academically-oriented, less open to transitory political pressures and in the larger interests of education.

(8) District Boards of Elementary Education: On the same basis, we suggest that statutory School Boards should be constituted in each district to look after the development of elementary education - both primary and middle. It should consist of some representatives of the Zilla Parishads, and a few nominated Pradhans and non-official educationists. The District Educational Inspector should be its ex-officio Secretary. Such a body would perform the same functions for elementary schools within its area as are performed by the State Board of Secondary Education for the secondary schools in the State.

(9) Functional Bureaux: Our past tradition has been to

organize the Department, on a regional basis and through officials who are trained for all general purposes. For instance, we had a Director of Education for the State, a Deputy Director of Education for a Division, a District Inspector for a District and a Sub-Inspector for a Panchayat Samiti - all of whom were generalists in education without any special experience and were expected to look after all educational institutions in their areas, from a school for the handicapped children to an experimental high school. The days of such general supervision are largely over; and, in the days to come, the Department will have to be staffed by persons experienced in different fields who can make their expertise available to teachers and headmasters. Some steps in this direction have been taken already. For instance, there is a Nationalised Board of Textbooks for the preparation and publication of textbooks; there is a Vocational Guidance Bureau for organising educational and vocational guidance in schools; an Evaluation Unit has been recently set up for the initiating and implementing examination reform; and a State Institute of Education has been established for qualitative improvement of elementary education. What is now needed is to take stock of the whole position, to prepare a plan for the establishment of specialised institutions and personnel with specialised inspectors (e.g. subject inspectors) needed for the improvement of schools and to re-organise working of the Department more on the functional than on the regional basis. What is even more important, persons with special aptitudes will have to be selected and trained to perform the special functions which these specialised agencies are required to implement. Very little is being done in this direction at present; and this is an area on which a great emphasis will have to be

laid in the Fourth and the subsequent Plans.

(10) State Board of Teacher Education:- The training of teachers - pre-service and in-service - is going to be the most significant responsibility of the Education Department during the next 15 years. For this purpose, it is necessary to organise a State Board of Teacher Education on the lines indicated in Annexure XVIII.

92. Separation of Supervision from Administration:
The older tradition in India is to combine administration with supervision. The separation of these two functions has often been advocated on educational grounds; but very few concrete steps have been taken to implement the recommendation. It is, therefore, suggested that a serious effort should now be made to separate administration from supervision. If the new administrative organs recommended above for the administration of colleges, secondary schools and elementary schools are established, they will take over most of the administrative functions with which the Department is now saddled. The way should thus be paved for confining the main responsibility of the Department to planning, development and supervision. Under the new set up, the Department should maintain a cadre of inspecting officers at different levels whose essential responsibility it would be to supervise the educational institutions at different levels and to guide the teachers and headmasters for qualitative improvement of their work as well as in experimentation and innovation. The organisation of His Majesty's Inspectors in England could form a very good basis for the re-organisation by the supervisory functions of the Education Department under the new set up.

93. Extension Services: If education is to improve,

neither administration nor supervision is enough. It is essential to provide extension services on a very large-scale to guide and help the teachers and headmasters. We have gained some experience of extension work through training colleges at the secondary level and it definitely points the way to an organisation of extension services to all types of educational institutions on a very large-scale. We feel that nothing less than a state-wide provision of extension services is needed to improve the situation. As we visualise it, such an organisation may be built up as follows:-

(1) All the primary schools should be grouped together into small compact units round either a secondary school or a middle school as a focal and central point. At present, this would imply the bringing together of about 10 primary schools round each central middle or secondary school and ultimately this will imply only a group of 3 to 5 primary schools. This is not at all an unmanageable group, especially if we remember that all these institutions would be within a radius of 3-7 miles from the central middle or secondary school. A small standing committee consisting of the headmaster of the central middle or secondary school as Chairman and the headmasters of all the primary schools within its group as members should be set up to develop a programme of intensive educational development of all the primary schools under the guidance of the headmaster of the central middle or secondary school who would necessarily be a trained graduate. It would be a responsibility of the central middle or secondary school to provide extension services to the primary schools within the group. The teachers of these schools should meet together, plan their annual programmes of improvement under the guidance of the inspecting officers, maintain

the necessary records of the work done and report on the actual achievements made in due course.

(2) At the next higher level, the middle schools and secondary schools should be so grouped that there would be two or five middle schools functioning in close collaboration with a secondary school at the centre. These institutions also should have a committee consisting of the headmaster of secondary school as chairman and the headmasters of the middle schools in the group as members. It would be the responsibility of this group to carry out a continuous programme of improvement of the middle schools under the guidance of the inspecting officers and it would be the responsibility of the central secondary school to provide the necessary extension services to the middle schools in its charge and to help them to grow.

(3) At a still higher level, the secondary schools in the State should be so grouped that there would be about 10-15 secondary schools functioning in close collaboration with a college at the centre. Here also, a central committee should be set up with the Principal of the College as chairman and the headmasters of secondary schools as members and it would be the function of this committee, under the general supervision of the Department, to carry on an improvement programme for the secondary schools. The college would also be expected to provide the necessary extension services to the schools in its charge.

(4) At the highest level, the Universities may be expected to provide the necessary extension services to the colleges within their areas.

94. Dr. Zakir Hussain has made an interesting observation which highlights a major weakness of the Indian educational system. When he was asked about what is wrong with Indian

education, he humourously replied: 'the previous stage'. What he referred to was the common habit of the universities to blame the secondary schools for the fall in their standards, that of the secondary schools to blame the middle schools in their turn, and of the middle schools to blame the primary schools as the last drags of the system. The pyramid of extension services proposed to be built on the above lines would be the proper remedy for this weakness since it will make the institutions at a higher level responsible for improving the quality of the institutions which functioned at the next lower level and serve as feeders to it. The programme will not be very costly, though some expenditure will be necessary for it. What it needs mainly is an imaginative approach and proper organisation and earnestness in implementation; and these are essentially the responsibility of the Education Department to provide. We hope that, the Department reorganised on the above lines, will have both the talent and the time to discharge it adequately.

95. Intensive School Improvement Programmes: One of the major weaknesses in our attempts to develop education in the first three Five Year Plans is the large emphasis placed on expenditure of money. It is true that better and more plentiful education does need more investment and more physical resources. But it needs human efforts even more - the combined efforts of officers of the Education Department, the teachers, the students and the parents. Today, there is a tendency for each of these human agencies to work less and less, both in quantity and in quality, and to demand more and more of financial investment and physical facilities on the ground that these are inescapable for better education. There are two points to be remembered in this context: (a) it is much easier, as Dr. D. S. Kothari

has said, to spend money than thought, especially if it is someone else's money; and (b) while qualitative improvement does need larger investment in funds, it needs hard work and proper organisation even more. It is, therefore, suggested that the main programme of the Education Department during the next three Five Year Plans, and particularly in the fourth Five Year Plan, is to motivate the human agencies concerned to a more intensive and better planned endeavour. The basic assessments underlying this important programme may be stated as follows:-

"(1) The main spring of the qualitative improvement of education lies in the will and effort of the people concerned with the programme of instruction : parents of the school community, teachers, administrative and supervisory personnel, and students. An intelligently planned and concerted action on the part of these human agencies, continuously maintained over a sufficiently long period, will secure greater improvement in quality than any financial investment, however large, can ever hope to do. The basis of this movement should, therefore, be to motivate these human agencies to put in their best efforts, in a coordinated manner, for the improvement of education and to maintain the tempo of action so generated over a fairly long period, say, the next three plans.

(2) Every educational institution, even within its existing resources, limited as they may be, can do a great deal to improve the quality of education it provides, through better planning and harder work. This does not mean that no attempt is to be made to improve the physical resources available to the institution. In fact, one of the primary objectives of the movement would be to try to provide better physical resources to educational institutions through the combined efforts of the State and the community. But what is emphasized is the possibility of improving the educational programme, through better planning and harder work, in spite of the deficiencies in physical resources.

(3) To obtain the best results in the improvement programme, it is essential to regard each institution as a unit, complete in itself, and to prepare a fairly long-range programme for its development, through the concerted thinking of the parents, teachers and the Department with the specific objective of providing the best possible programme of education to each child enrolled.

(4) The secret of the success of the improvement programme lies in two things : (a) intelligent planning and (b) continuity of effort which should animate all

activities, day after day and year after year.

(5) In a situation of the type which we now have in India, where human resources are far more plentiful than the physical ones, only those programmes can hope to succeed which emphasize the use of physical resources and stress the achievements of the human factor through harder, well-planned and continuous effort. So far, the basic approach in programmes of qualitative improvement has stressed the provision of physical facilities rather than the operation of the human factors. The improvement programme aims to reverse this process, and to stress the role which the sum total of the combined efforts of teachers, supervisors, parents and students themselves can make to qualitative improvement of education."

96. So far Madras is the only State which has launched upon a school improvement programme which is mostly confined to the provision of better physical amenities in schools and to the provision of better ancillary services to students.

These are necessary no doubt. But what is even more important is to innovate the programme of instruction in educational institutions - a task which would be possible only if the Madras programme of seeking the assistance and co-operation of parents is built upon the scaffolding of the State-wide scheme of extension services outlined above.

97. One important point needs mention. At present, there is a great rigidity and inelasticity in educational administration everywhere and Rajasthan is no exception to this general rule. Everywhere we went, we heard serious complaints by headmasters that they had hardly any authority and that almost every detail of the life of a school was regulated by the orders of the Department. The managements of private institutions also complained of rigid departmental attitudes and attempts at controlling even the least important details. The need to change these old traditions cannot be over-emphasized. We have overdone the idea of creating uniformity and regulating the educational process through comprehensive Departmental Codes. This has killed all freedom and initiative and

reduced experimentation to the minimum. We must now initiate a new process under which teachers will enjoy greater freedom of work and headmasters would be trained better and given the authority 'to commit mistakes'. As Prof. D.R. Gadgil has observed in his memorandum to the Education Commission: "Indian Education is not suffering today from a plethora of experimentation or great diversity of approaches. On the contrary, we are still operating as under the dead-weight of colonial administration. It is not uniformity or correct procedure but independent thinking, working out a variety of approaches and schemes and bold experimentation that we need most." To stimulate this innovation and experimentation amongst teachers, headmasters and principals is the greatest challenge, as well as opportunity, of the Education Department in the days ahead; and the reorganisation we have recommended above is primarily intended to enable the Department to fulfil this new role. We hope that the significance of this programme would be adequately realised and that the State Government would rise to the occasion by providing necessary funds for the strengthening and reorganisation of the Education Department in the fourth Five Year Plan on a priority basis and that the officers of the Department would rise to the great intellectual challenge which the new approach involves.

98. Finance: Educational expenditure in Rajasthan has increased considerably during the first three Five-Year Plans. In 1950-51, the total educational expenditure in the State was Rs. 311.29 lakhs. It increased to Rs. 522.04 lakhs at the end of the first five-year Plan, which implies an average annual increase of 10.9% as against an average annual increase of 10.6% in India as a whole. At the end of the second five-year Plan, the total educational

expenditure increased to Rs. 1267.90 lakhs, which implies an average annual increase of 19.4% as against an average annual increase of 12.5% only in India as a whole. This large increase was due to two reasons: increase in enrolment and improvement of salaries. At the end of the third five-year Plan, the total educational expenditure is expected to increase still further to Rs. 2170.33 lakhs, which implies an annual average increase of 11.4% as against the estimated average annual increase of 10% for the Indian Union as a whole. In 1950-51, the total educational expenditure per head of population was only Rs. 2.7 at the end of the first Plan, Rs. 6.6 at the end of the second Plan and is expected to rise still further to Rs. 9.2 at the end of the third Plan. In 1950-51, it is estimated that the State spent about 10.4% of its budget on education, although the precise statistics are not available. In 1955-56, this increased to 15%; at the end of the second Plan, the State spent 21.5% of its budget on education; and the proportion has remained fairly constant during the third five-year Plan. The recommendation of the Kher Committee was that each State Government should spend 20% of its budget on education. Rajasthan has fulfilled this target. Among the less advanced States of the Indian Union, Rajasthan stands second in making the most intense effort for the development of education - as measured by the percentage of the State budget devoted to education - the first place going to Madhya Pradesh which spends about 29% of its budget on education.

99. Total educational expenditure according to sources: The following Table shows the growth of total educational expenditure in Rajasthan according to sources:

Expenditure on Educational Institutions by Sources

(Rs in lakhs)

Item	Year			
	1950-51	1955-56	1960-61	1965-66
1. Government Funds	237.08	423.20	1073.82	1822.80
Percentage to total	(76.1)	(81.0)	(84.7)	(84.0)
2. District Boards/M.B.	3.58	10.37	4.03	2.00
Percentage to total	(1.2)	(2.0)	(0.3)	(0.1)
3. Fees	26.20	46.77	113.90	200.20
Percentage to total	(8.4)	(9.0)	(9.0)	(9.3)
4. Endowment	32.36	24.65	59.88	90.10
Percentage to total	(10.4)	(4.7)	(4.7)	(4.1)
5. Other Sources	12.07	17.05	16.27	55.23
Percentage to total	(3.9)	(3.3)	(1.3)	(2.5)
Total	311.29	522.04	1267.90	2170.33

100. It will be seen that, in Rajasthan, the State Government funds provide about 84% of the total educational expenditure as against about 75% in the Indian Union as a whole. The larger responsibility in educational financing which the State has to assume in Rajasthan is due to three reasons: (a) the local bodies in Rajasthan contribute very little to educational expenditure as compared to the erstwhile British Indian provinces where a tradition of local participation in education was built up since 1882. (2) The rates of fees levied in Rajasthan are low and the concessions

in fees are also very large so that the total amount received by way of fees is comparatively smaller - 9.3% in Rajasthan as against about 17% in the Indian Union as a whole. (3) Similarly, the total contribution from endowments and donations - which are mainly secured by private enterprise - is also meagre because, by and large, a large proportion of the educational institutions in Rajasthan are maintained by the State.

101. If the programme of educational expansion and improvement outlined in the preceding section is to be evolved during the next three Plans, it is obvious that the total educational expenditure will increase immensely. An important point of policy in this context is: whether the total additional burden would be shared by non-governmental resources to a greater extent and if so, in what manner?

102. Local Taxation: Local taxation could be a very important source of financing education in Rajasthan if it is properly developed. At present, the urban areas do not make any contribution to educational expenditure. In several States of India, an educational cess is levied on urban property for the support of education. Rajasthan may consider the adoption of this practice and impose an educational cess on housing properties in all municipal areas, either on the basis of the annual letting value or on the basis of the capital value of urban property. There is no reason why an education cess between 2 to 5% of the annual letting value of the urban property should not be levied in the State. The proposal could be made more acceptable by prescribing certain conditions which should go with it such as the following:-

(a) The receipts from the educational cess would not be utilised to reduce the existing expenditure of Government within the municipal area concerned;

(b) All receipts from the educational cess raised within a municipal area would be pooled into a fund earmarked for that area and would be utilised for the improvement of educational facilities within that area; and

(c) To some extent, the funds thus raised locally would be supplemented by a State grant-in-aid for the development of local education.

103. What has been said above of urban property would also be applicable, mutatis-mutandis, to rural property as well. There could be a State law authorising the Panchayat Samitis to levy an educational cess on the houses in rural areas as well as on cultivated lands. The cess on houses could be on an ad-hoc basis while that on the cultivated lands may be related to the land revenue. A minimum rate of cess should be obligatory for all Panchayats and they should have the option to increase it to a maximum limit prescribed in the State law. To encourage them to do so, the State should promise a grants-in-aid equal in amount to the amount of additional cess raised locally by the Panchayat Samitis. All receipts from such cesses, along with the grant-in-aid from State funds thereon, could be pooled together for the area of the Panchayat Samiti and utilised by it (or other organisations responsible for educational development within the area) for improvement of facilities within that area.

104. Fees: Fees form an important source of revenue in Rajasthan, next in significance to the contribution from State funds. It will also be seen from the statistics given above that their contribution is increasing considerably.

In 1950-51, their contribution was Rs. 26.2 lakhs or 8.4 per cent of the total expenditure. In 1955-56, it increased to Rs. 46.77 lakhs or 9 per cent of the total expenditure. In 1960-61, it increased still further to Rs. 113.90 lakhs or 9 per cent of the total expenditure; and in 1965-66 it is estimated to reach Rs. 200.20 lakhs or 9.3 per cent of the total educational expenditure. This increase has been due to two reasons - increase in total enrolment, especially in secondary and higher education where fees are mostly charged, and increase in the rates of fees. By and large, it may be said that the first of these factors has made a greater contribution to the increase in the revenue from fees. The main problem to be decided now is : Whether the policy in the next three Plans should be to increase fees and thereby to make their contribution to total educational expenditure more significant or to reduce fees still further?

105. At the elementary stage in Rajasthan - primary as well as middle - education is entirely free except in a few private institutions where fees are charged. In Government schools, however, there are small levies made from students for purposes games etc. and the total collections average about a rupee per pupil per year. There is no reason why even these levies should be made and they will become more and more objectionable as children from the lower and weaker strata of society (and especially girls) begin to come into schools. It would, therefore, be a good thing if these are totally abolished and it is laid down, from the Fourth Five-Year Plan itself, that no levy of any type - called a tuition fee or by any other name - would be levied in elementary schools - primary and middle.

106. At the secondary stage, the income from fees is still large - about Rs. 60 lakhs. It must be remembered, however, that a large proportion of the students at the secondary stage enjoy free studentships. For instance, all girls are free. Free studentship is also given to boys of the Scheduled Castes and Scheduled Tribes, teachers serving under Panchayat Samitis, Government servants whose pay is less than Rs. 400 p.m., parents whose total annual income does not exceed Rs. 1200 per year, ex-service men who have settled in Rajasthan and are permanently disabled, persons who were killed as a result of the hostilities in NEFA and Ladakh, service-men who are engaged in the operational area, and swarankars who have been rendered unemployed. About 80-85% of the students in secondary schools thus receive free education. It may, therefore, be desirable to abolish all tuition fees till the end of Class X in Government schools. A similar concession should be made available in private schools also, the loss to managements being made good by an adjustment in the grant-in-aid. This would be a step ahead and would not involve any great financial loss under the existing circumstances. The educational policy of the State should be to make admissions to secondary schools on the basis of merit - the qualifying examination proposed by us at the end of Class VIII would serve this purpose - and to give education free to all those who thus qualify themselves. The Congress manifesto at Bhubaneswar also speaks of providing free education to the end of the secondary stage as an important programme of introducing socialism. We feel that the situation in Rajasthan is now ripe for taking this step which has already been taken by Madras.

107. The present rates of fees in class XI are Rs. 3 p.m. for non income-tax payers and Rs. 4 p.m. for income-tax payers.

In the collegiate classes the following rates of tuition fees prevail :-

<u>Class</u>	<u>Income-Tax payer</u>	<u>Non-Income-Tax payer</u>
1. P.U.C. 1st Year TDC (Arts, Science & Commerce).	Rs. 6 p.m.	Rs. 3 p.m. in Arts & Rs. 3.50 in Science & Commerce.
2. II and III Yr. TDC (Arts, Science, Commerce). & B.A./B.Com./B.Sc. (Conventional).	Rs. 8 p.m.	Rs. 4 p.m. in Arts and Commerce and Rs. 4.50 in Science.
3. M.A./M.Com/M.Sc.	Rs. 12/- p.m.	Rs. 8.00 per month.

In the University of Rajasthan Rs. 200 per annum are charged from students reading in M.A. and M.Sc. Rs. 300 are charged as tuition fee in M.B.M. Engineering College, Jodhpur, now teaching department of Jodhpur University.

108. At the higher secondary and collegiate stages, the policy should be entirely different. Here, an attempt should be to increase fees to the extent possible. In class XI (as well as in the new class XII which we have recommended for addition), the rate of fees should be the same as in the P.U.C. classes and, if possible, these could be raised still further. The rates of fees in the under-graduate and post-graduate stages could be increased by 25 to 50% at least. These proposals would be in the larger interests of education and may be considered by the State Government.

In order, however, that increased rates should not cause any hardship to deserving students, we have already recommended an increase in the number and amount of scholarships.

In addition, fee grants may be given to students in deserving cases which could be specifically defined. Our proposal briefly amounts to this: while the fees of a poor but deserving student should be re-imbursed by the State in full, either in cash or through the award of free studentship, there should be an attempt to raise the general level of

tuition fees at the higher secondary and collegiate stages.

109. We have recommended earlier that minimum conditions of attainment should be laid down for admissions to higher education. Under the present orders, these conditions are operative only in Government colleges and private colleges are free to admit students who have secured a lower percentage of marks. It may be desirable to make these conditions applicable to all institutions - Government as well as private. If, for any reason, it is not possible to do so, we suggest an alternative technique of grant-in-aid. There should be no direct grant-in-aid to private colleges which should be expected to meet all their expenditure through the levy of tuition fees. But in the case of students who fulfil the minimum conditions for admission, the entire fee amount should be re-imbursed by the State in cash. This will be an indirect and convenient form of grant-in-aid to private colleges. It will not prevent the higher education of any qualified student; at the same time, it will ensure that the State is not made liable to pay for the higher education of a student who, in its opinion, is not qualified for it. In a democratic context where admissions to higher education cannot be strictly regulated on the basis of merit, the adoption of this financial device is the minimum essential to see that public funds are utilized to the best possible advantage.

110. School Improvement Funds: We find that, at the present moment, there is a great desire on the part of parents to see that their children get good education. There is also a general desire to pay for this better education, if it could be ensured. We, therefore, find that an increasing proportion of parents, especially in urban

areas, is sending their children to private schools which charge heavy fees and refuse to seek admission to a Government school where education is free but is not of the desired quality. A method has to be devised to tap fruitfully this desire of parents for better standards in education. We, therefore, propose that in educational institutions from the middle school standard and above, a School Improvement Fund should be instituted with effect from the fourth Five Year Plan. This fund, which shall be separately maintained for each school, will consist of contributions from the following sources:-

(1) An improvement fee levied from the students at such rate as may be prescribed by Government in all government institutions and in private schools, at such higher rate (not exceeding 100 per cent of the Government rate) as the private management may decide;

(2) All voluntary contributions from the parents or from the local public; and

(3) A grant-in-aid from the State funds made on the basis of certain criteria such as the poverty of the locality or the amount of the local contribution.

Regular accounts of the School Improvement Fund should be maintained separately for each school. The Headmaster should be in charge of the Fund and there should be a local advisory committee to decide the manner in which it could be utilised. By and large, the object of the Fund would be to assist poor students and to improve the amenities provided in the school such as library, laboratory, physical education facilities, extra-curricular programmes, etc. We feel that the institution of such a fund, if properly developed, would go a long way in evoking parental and local cooperation in improving facilities in schools and relieve the public exchequer of a burden to a corresponding extent. This

experiment, which has worked very well in the elementary schools of France, has also been tried with success in certain parts of the country, for example, in the Surat district of Gujarat State. It is worthy of adoption on a nation-wide basis.

111. Total Finances Required: If the programmes of quantitative and qualitative improvement outlined in the preceding sections are to be implemented, it is obvious that there will have to be a very large increase in total educational expenditure in the State. We broadly estimate that the total educational expenditure will have to be increased to about Rs. 140 crores by 1980-81 which will roughly be equal to Rs. 41 per head of population as against Rs. 9.2 at the end of the Third Five-Year Plan. The details of our calculation are given in Annexure XIX. This implies an average annual increase of 13.2 per cent in educational expenditure during the next three Plans. Large as this expenditure appears, it is inescapable if a really good system of education is to be provided to all the children of the State.

112. Strategy of Development and Priorities: It is obvious that the State has a long way to go to create a good system of education. During the next 15 years, there will be many claims on the limited resources available from a variety of educational programmes, and the most difficult task would be to determine proper priorities and to adopt a good strategy of development. From this point of view, a few suggestions are made here.

(1) Preparation of District Educational Development Plans: An educational survey of the State was carried out in 1957. This was the first exercise of its type and rather limited in scope to the provision of facilities for elementary education. It is necessary now to revise this survey as at the

end of the Third Five-Year Plan. The object of the revised survey would be to prepare comprehensive plans of educational development for each district in view of the expansion programme likely to be adopted during the next three Five-Year Plans. Such carefully prepared District Development Plans in education are absolutely essential if resources are not to be wasted. Even in England, the local education authorities are required to prepare careful plans of educational development in their areas after taking into consideration the present and perspective needs of education. It would be desirable to adopt provisions analogous to those contained on this subject in the English Education Act of 1944. ~~There is no machinery for the preparation of such plans in India at present.~~

(2) Preparation of Perspective Plans: At present, there is no strong planning unit in the State. It is suggested that a sufficiently strong unit should be organised without delay and charged with the responsibility of preparing short-term and long-term plans. For the proper development of education, we need a long-term plan spread over a period of 15 to 20 years. It should be the responsibility of this unit to prepare such a perspective plan for the State and to revise it from year to year in the light of experience gained so that, at any given time, a perspective spread over the next 15 to 20 years would always be available. It should also be in charge of the Fourth Five-Year Plan and the Annual plans prepared from year to year.

(3) Evaluation: At present, there is no machinery for evaluation of education programmes from time to time. It is, therefore, absolutely essential to create a special unit in the Education Department for this purpose. The main function of this Unit, which would not have any day-to-day administrative responsibilities, would be to evaluate

the different programmes undertaken from time to time. In addition to its activities, the assistance of universities and other dependent organisations in the State may also be sought, from time to time, for the evaluation of specific programmes. In the absence of such an evaluation, we tend to learn very little from the experience gained in the development of education and our plans continue to get stereotyped into some routine or the other. The establishment of a good unit for evaluation early in the Fourth Five-Year Plan would avoid such dangers in future.

(4) Priorities: It is obvious that the amount required for the ultimate educational development is very large and that we will have to increase our educational expenditure from about Rs. 9 per head of population to about 41 per head of the population. In this context, the main question is to decide adequate priorities in the light of which additional funds will be invested as and when available. From this point of view, the following suggestions are put forward for consideration:-

(i) Top priority should be given to a programme of making primary education universal in the State. As has been pointed out, it would be possible to reach this goal by the end of the Fifth Plan. To achieve this target, concentrated efforts would have to be made for the education of girls and for the education of Scheduled Castes and Scheduled Tribes. Steps will also have to be taken to equalise educational opportunities at this stage from district to district and, even within the same district, from one Panchayat Samiti to another.

(ii) At the middle school stage, the main emphasis should be on universal provision of middle schools and to create, as soon as possible, one middle school to every

3 to 5 primary schools. The principal objective at this stage should be improvement of quality and expansion should be relied on mainly through provision of facilities and part-time education.

(iii) After the above provision is made for fulfilling the directive contained in Article 45 of the Constitution, the first priority should be for the education of gifted children and for the establishment of a number of high quality institutions at every stage. The programme of scholarships at the secondary and university stages and the programme of maintaining high quality primary, middle and secondary schools and colleges will, therefore, have to be emphasised and developed as the top priority programme during the next 15 years.

(iv) The fourth priority should be for the development of Post-graduate education and research. This is absolutely essential if standards are to be raised.

(v) The fifth priority should be for the development of vocational education, both at the secondary and at the collegiate stages. Here, the programme of expansion will have to be built upon an indication of plan requirements which may be determined from time to time.

(vi) The sixth priority should be for institutions of general education at the secondary and collegiate stages. Here, the main limitations will be the availability of funds and teachers. At present, expansion is attempted in these sectors by diluting standards at the institutional level. This unhealthy practice should be stopped and an attempt should be made to maintain minimum standards for all institutions at every level, whether Government or private. Subject to such maintenance of standards, the largest possible expansion may be permitted.

1.1	Area in Square Kilometres	..	342,272
1.2	Location:-		
	(a) North Latitudes Between	..	23°3' & 30°12'
	(b) East Longitudes	..	69°30' & 78°17'
1.3	Number of districts	..	26
1.4	Number of cities and Towns	..	145
1.5	Number of Panchayat Samitis	..	232
1.6	Number of Villages (1961 Census	..	32,240

2. Formation of Rajasthan

Name of the Union formed	Date of formation	Name of the States forming the union
I. Matsya	117-3-1948	1. Alwar 2. Bharatpur 3. Dholpur 4. Karauli.
II. Rajasthan (Former)	25-3-1948	1. Banswara 2. Bundi 3. Dungarpur 4. Jhalawar 5. Kishangarh 6. Kota 7. Pratapgarh 8. Shahpura 9. Tonk.
III. United State of Rajasthan (II + III)	18-4-1948	1. Udaipur.
IV. United State of Greater Rajasthan (II + III + IV)	30-3-1949	1. Bikaner 2. Jaipur 3. Jaisalmer 4. Jodhpur.
V. United State of Greater Rajasthan (I + II + III + IV)	15-5-1949	1. Matsya.
VI. Rajasthan (I + II + III + IV + VI)	26-1-1950	1. Sirohi.
VII. Rajasthan (Reorganised) (I + II + III + IV + VI + VII)	1-11-1956	1. Ajmer 2. Abu 3. Sunel Tappa 4. Sironj (Transferred to Madhya Pradesh)

97-A

A N N E X U R E S

Annexure I

Education of the Scheduled Castes and Scheduled Tribes in Rajasthan

(1960-61)

Population of Scheduled Castes = 33,59,640

Percentage to Total Population = 16.7

Population of Scheduled Tribes = 23,09,447

Percentage to total Population = 11.5

Total Backward Class Population
as percentage of total population } 28.2

Storage of Education	Enrolment of Scheduled Castes	Enrolment of Scheduled Castes	Percentage to total enrolment of the enrolment of Scheduled Castes	Scheduled Tribes
Primary	38,659	19,901	4.4	2.3
Middle	11,248	2,781	3.6	0.9
Secondary	6,336	1,189	3.2	0.6
Higher	447	141	1.5	0.5
Vocational	13,483	4,332	13.8	4.5

If the education of these classes had been on par with that of the general population, the percentage of their enrolment at various stages of education would be equal to the percentage of their population to total population. But the above statistics establish conclusively that the education of these classes has an immense leeway to make at all stages of general education.

Annexure II

Extract from the Memorandum submitted by the State Government to the Education Commission relating to the Education of Girls.

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A serious aspect of the educational development in Rajasthan is the slow pace of enrolment of girls at the primary and middle school stages. Even by the end of 1965-66 the percentage of girls in the 6-11 age group would be only 26.4% and in 11-14 age group 9.9 % as against 87.2 and 37.1 per cent among boys in the corresponding age groups. The Government have been concerned about this slow pace. Although the main reason for this is the socio-economic structure of the State, special efforts will have to be made to improve the percentage of enrolment of girls. Among the measures which are under the consideration of the Government as recommended by various bodies for increasing the enrolment of girls are these:-

(a) One of the reasons for this low enrolment is dearth of women teachers. Their number in elementary schools is 6201 as against 43981 male teachers. Conditions of work in rural areas are admittedly hard, and special incentives are required to induce women teachers to go there. It seems unavoidable that a rural allowance should be given to women teachers serving in rural areas. Residential accommodation for these teachers is not to be found easily. The existing system under which the Panchayats/Panchayat Samitis are required to make the matching share against the Government's share of Rs 2500 has not worked successfully. In the Fourth Plan, it is proposed to provide the full amount required for construction of quarters from the Government.

(b) Several parents in rural areas tend to treat their girls as a help to the more grown-up women of the household. To the natural reluctance to dispense with this

help, is added the expenditure on text-books and other reading and writing material. This will have to be subsidised by the Government.

(c) Girls, as mentioned above, are an essential part of the domestic economy even in the 6-14 age group. They help the elderly women in the house, take the cattle to graze and carry food for the members of the family working in the fields. As a practical measure, therefore, it would be necessary to evolve a time table which would not call for any major sacrifice from the parents of the girls. It is, therefore being examined if the time table for girls could be so adjusted as to be confined to about three hours a day, at least in classes I and II. The percentage of wastage among girls is also very high. For this, continuation classes and schemes of part-time education will have to be devised and tried.

Annexure III

Enrolments in Class I

Year	Total enrolment in Class I	Percentage over the previous year	Percentage of increase in enrolment in Class I to the increase in total enrolment in classes I- V
1	2	3	4
1950-51	1,28,797		
1951-51	1,37,691	(-) 8.62	
1952-53	1,30,893	11.22	44.5
1953-54	1,41,661	8.23	36.2
1954-55	1,56,654	10.58	48.4
1955-56	2,10,404	34.31	70.4
1956-57	2,25,005	6.94	19.7
1957-58	2,60,438	15.75	52.5
1958-59	3,44,384	32.23	54.9
1959-60	4,41,413	28.17	50.3
1960-61	4,54,858	3.05	14.7
1961-62	5,00,605	10.06	32.7
1962-63	5,73,051	14.47	49.5

Source - Education. Department, Rajasthan

It will be seen from the statistics that the increase of enrolment of class I forms, by and large, the bulk of the total increase in enrolment at the primary stage. For instance, in 1955-56, the increase of enrolment in class I was 70.4 per cent of the total increase at the primary stage. The corresponding percentages in 1957-58, 1958-59 and 1959-60 were 52.5, 54.9 and 50.3 respectively. What is suggested is that the increase in enrolment should take place not only in Class I, but in all classes and that the increase of enrolment in the upper classes should be even more than that in Class I, if wastage is to be reduced.

Annexure IV

Wastage and Stagnation at the
Primary Stage

The statistics of wastage and stagnation at the primary school stage prepared separately for boys and girls have been enclosed as Annexures IV-A and IV-B. Some comments in this context are relevant.

2. Wastage and stagnation at the primary school stage in Rajasthan is, by and large, less than the all-India average. This is due to two reasons : (a) qualitatively, the Rajasthan schools are better than elsewhere; and (b) primary education in Rajasthan has not yet expanded largely enough to reach the poorer and lower strata of society where these evils are most conspicuous. While both these factors have some effect, one is inclined to attach greater importance to the first, on the basis of broad personal observations.

3. For the cohort which began in 1951-52, the wastage was 53 per cent for boys and 60.9 per cent for girls. For the cohort which began in 1955-56, the wastage for boys was 50.1 p.c. and that for girls was 61.8 p.c. On the whole, therefore, wastage seems to have slightly decreased in the first Five Year Plan. The cohorts beginning in the second Five Year Plan show a slight increase in wastage. This is due to the rapid expansion secured. The general experience is that, in periods of very rapid expansion, there is a temporary increase of wastage.

4. In the third Plan, the wastage is expected to decline further.

5. It may be stated that, on the whole, wastage and stagnation in Rajasthan primary schools, although large, are not so heavy as in several States.

Annexure IV-A

Wastage and Stagnation at the primary school stage
(Boys)

Year	Total enrolment in class				
	I	II	III	IV	V
1950-51	1,04,939	-	-	-	-
1951-52	96,895	70,087 (66.8)	-	-	-
1952-53	1,05,838	72,950 (75.3)	59,738 (56.9)	-	-
1953-54	1,11,905	87,456 (82.6)	62,538 (64.6)	54,742 (52.2)	-
1954-55	1,20,721	92,206 (82.4)	62,548 (59.1)	56,191 (58.)	43,372 (41.3)
1955-56	1,67,699	94,374 (78.5)	71,704 (64.1)	59,060 (55.3)	46,500 (47.0)
1956-57	1,31,729	1,11,165 (66.3)	87,073 (72.1)	69,142 (61.3)	53,106 (51.9)
1957-58	2,10,044	1,11,036 (61.4)	91,722 (54.7)	79,348 (65.7)	63,168 (56.4)
1958-59	2,79,140	1,34,263 (63.9)	1,03,239 (56.8)	39,115 (53.1)	72,060 (59.7)
1959-60	-	1,71,033 (61.3)	1,21,435 (57.3)	1,00,315 (55.5)	83,651 (49.9)
1960-61	-	-	1,48,615 (53.2)	1,13,732 (54.2)	91,829 (50.5)
1961-62	-	-	-	1,32,168 (47.3)	1,03,679 (51.7)
1962-63	-	-	-	-	1,18,195 (42.3)

Source - Education Department,
Rajasthan

Annexure IV-B

Wastage and stagnation at the primary school stage
(Girls)

Year	Total enrolment in class				
	I	II	III	IV	V
1950-51	23,850	--	--	--	--
1951-52	30,796	16,521 (69.2)	--	--	--
1952-53	25,055	14,694 (70.7)	11,943 (50.1)	--	--
1953-54	29,756	14,752 (58.9)	10,044 (48.3)	8,693 (36.43)	--
1954-55	35,933	17,723 (59.6)	11,670 (46.6)	10,469 (50.3)	9,198 (38.5)
1955-56	42,705	20,399 (56.8)	14,876 (49.7)	11,423 (45.6)	8,122 (39.1)
1956-57	43,276	22,210 (52.0)	16,332 (45.4)	12,347 (41.5)	9,024 (36.0)
1957-58	50,394	27,066 (62.5)	19,678 (46.1)	14,557 (40.5)	10,204 (34.3)
1958-59	65,244	32,988 (65.5)	23,852 (55.1)	18,349 (43.0)	12,495 (34.8)
1959-60	-	38,224 (58.6)	28,021 (55.6)	22,349 (51.6)	16,304 (38.2)
1960-61	-	-	34,716 (53.2)	25,100 (49.8)	18,798 (43.4)
1961-62	-	-	-	28,546 (43.8)	21,073 (41.8)
1962-63	-	-	-	-	23,259 (35.6)

Source: Education Department, Rajasthan

ANNEXURE V

Rate of Transfer from Primary to Middle Schools

Year	Enrolment in Class V			Enrolment in Class VI			Rate of transfer from primary to middle		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	24,748	4,182	28,930						
1951-52	33,654	5,606	39,260	23,836	3,651	27,487	96.3	87.3	95.0
1952-53	39,343	5,782	45,125	31,117	4,220	35,337	92.5	75.3	90.0
1953-54	42,636	6,626	49,262	34,016	4,090	38,106	86.5	70.7	84.4
1954-55	43,372	9,198	52,570	35,240	5,141	40,381	82.7	77.6	82.0
1955-56	45,500	8,122	53,622	40,751	4,893	45,644	93.9	53.2	86.8
1956-57	58,106	9,024	67,130	45,328	5,870	51,198	99.6	72.3	95.5
1957-58	63,168	10,204	73,372	48,540	7,306	55,846	83.5	81.0	83.2
1958-59	72,060	12,495	84,555	58,300	8,124	66,424	95.3	79.6	90.5
1959-60	83,651	16,304	99,955	68,118	9,791	77,939	94.6	78.4	92.2
1960-61	91,829	18,798	110,627	74,651	12,702	87,353	89.2	77.9	87.4
1961-62	108,679	21,073	129,752	91,779	14,787	106,566	99.9	78.7	96.3
1962-63				100,789	16,857	117,646	92.7	80.0	90.7

Source: Education Department, Rajasthan

N.B. The 'rate of transfer' from primary to middle schools is defined as

$$100 \times \frac{\text{enrolment in class V}}{\text{enrolment in class VI in the following year}}$$

Annexure VI

Teachers according to qualifications in Rajasthan (1950-51 to 1965-66)

Teachers according to qualifications in Rajasthan (1950-51 to 1955-56)												
Year	Graduate & above			Matric/Inter			Non-Matric			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.

(I) Primary Schools

1950-51	21	6	27	1277	94	1371	6430	905	7335	7728	1005	8733
Percentage to total	(0.3)	(0.6)	(0.3)	(16.5)	(9.4)	(15.7)	(83.2)	(90.0)	(84.0)			
1955-56	90	19	109	5795	36	6155	7223	1246	8469	13108	1625	14733
Percentage to total	(0.7)	(1.2)	(0.7)	(44.2)	(22.1)	(41.8)	(55.1)	(76.7)	(57.5)			
1960-61	208	90	298	1966	1301	2096	5722	1521	7243	2530	2912	28502
Percentage to total	(0.8)	(3.1)	(1.0)	(76.8)	(44.7)	(73.4)	(22.4)	(52.2)	(25.6)			
1965-66	688	160	848	32812	2540	35352	4900	1300	6200	38400	4000	42400
Percentage to total	(1.8)	(4.00)	(2.0)	(85.4)	(63.5)	(83.4)	(12.8)	(32.5)	(14.6)			

(II) Middle School

1950-51	292	55	347	2414	171	2585	2864	690	3554	5570	916	6486
Percentage to total	(5.2)	(6.0)	(5.3)	(43.4)	(18.7)	(39.9)	(51.4)	(75.3)	(54.8)			
1955-56	773	92	865	3625	434	4059	2724	831	3555	7122	1357	8479
Percentage to total	(10.9)	(6.8)	(10.2)	(50.9)	(32.0)	(47.9)	(38.2)	(61.2)	(41.9)			

1	2	3	4	5	6	7	8	9	10	11	12	13
1960-61	1061	190	1251	8434	1085	9519	1880	986	2865	11375	2261	136
Percentage to total	(9.3)	(8.4)	(9.2)	(74.1)	(48.0)	(69.8)	(16.5)	(43.6)	(21.0)			
1965-66	1730	320	2050	11202	1848	13050	1600	800	2400	14532	2968	175
Percentage to total	(11.9)	(10.8)	(11.7)	(77.1)	(62.3)	(74.6)	(11.6)	(26.9)	(13.7)			
(III) Elementary Schools												
1950-51	313	61	374	3691	265	3956	9294	1595	10889	13298	1021	1521
Percentage to total	(2.3)	(3.2)	(2.5)	(25.7)	(13.8)	(26.0)	(70.0)	(83.0)	(71.5)			
1955-56	863	111	974	9420	794	10214	9947	2077	12024	20230	2982	2321
Percentage to total	(4.3)	(3.7)	(4.2)	(46.6)	(26.6)	(44.0)	(49.1)	(69.7)	(51.8)			
1960-61	1269	280	1549	28094	2386	30480	7602	2507	10109	36965	5173	4213
Percentage to total	(3.4)	(5.4)	(3.7)	(76.0)	(46.1)	(72.3)	(20.6)	(48.5)	(24.0)			
1965-66	2418	480	2898	44014	4388	45402	6500	2100	8600	52933	6968	59900
Percentage to total	(4.6)	(6.9)	(4.8)	(83.2)	(63.0)	(80.8)	(12.2)	(30.1)	(14.4)			
(IV) High/Higher-Secondary Schools												
1950-51	1281	104	1385	1163	78	1241	689	52	741	3133	234	3367
Percentage to total	(40.9)	(44.4)	(41.1)	(37.1)	(33.4)	(36.9)	(22.0)	(22.2)	(22.0)			

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
	2154	100	2254	1496	32	1528	661	18	679	4311	150	446
percentage to total	(50.0)	(66.7)	(50.6)	(34.7)	(21.3)	(34.2)	(15.3)	(12.0)	(15.2)			
	4620	543	5163	3116	445	3561	630	168	798	8366	1156	9522
percentage to total	(55.2)	(47.0)	(54.2)	(37.3)	(38.5)	(37.4)	(7.5)	(14.5)	(8.4)			
	6605	795	7409	3710	630	4340	492	168	660	10807	1593	1240
percentage to total	(61.1)	(49.9)	(59.7)	(34.3)	(39.6)	(35.0)	(4.6)	(10.5)	(5.3)			

Source-Education Department, Rajasthan

Annexure VII(a)

Salary Structure of Teachers and Officers of the Education Department.

1. The present pay scales of teachers in Rajasthan were revised in 1960-61. Prices have risen considerably since then. The scales will, therefore, have to be adjusted to neutralise the rise in prices. We were happy to know that the State Government has already increased the dearness allowance payable to teachers as follows :

- | | |
|---|--------|
| (1) Upto Rs.150 | Rs. 25 |
| (2) From Rs.151 to Rs.525 | Rs. 35 |
| (3) The necessary marginal adjustment to be made for salaries between Rs.526 and Rs.560 | |

2. Apart from the adjustment in dearness allowance to neutralise the rise in prices, the scales of pay themselves will have to be revised and rationalised. In doing so the following points may be kept in view :

(a) The protection of the lowest salary to the highest would be required as far as possible. We think that the average salary of a primary teacher (which is the lowest) should not be less than $1/5$ th of the average salary of a university teacher.

(b) There should be some provision for giving fairly high scales of pay to teachers who are exceptionally good and who have distinguished themselves in their work.

(c) There should be adequate checks and provisions to see that increments in the scale of pay are not given automatically and are made contingent upon good work and particularly on efforts made to improve qualifications in general and professional education.

(d) It may also be desirable to introduce a system of allowances for special types of work rather than to give a general increase in salaries. For instance, if the double-shift system is introduced, the teachers who have to manage two shifts may be given an extra allowance.

Large programme of adult education or part-time education for children at the middle school and secondary stages may be organised and allowances may be given to teachers for conducting these programmes. Assignments like correction of home-work is generally neglected. The desirability of giving allowances for correction work (or similar extra work which teachers are called upon to do) may also be examined.

(e) Allowances may also be introduced for working in difficult places.

(f) In order to attract talent, a higher start should be given in the scales of pay for teachers who have higher qualifications than the minimum prescribed (such as a Second Class or a First Class).

Salary Structure of the Education Department
in Rajasthan

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A - Officers of the Education Department

<u>Name of the post</u>	<u>Pay Scales</u>
1. Director College Education	1050-50-1500
2. Deputy Director of Education (Directorate of Primary & Secondary Education & College Education)	550-30-820-EB-30-850-50-950
3. Deputy Director of Education (Directorate of Technical Education)	650-50-1250 (with minimum pay of Rs. 750/-)
4. Inspector/Inspectress of Schools/Assistant Director of Education Department.	360-25-560-30-590-EB- 30-860-900 (with a minimum pay of Rs. 435)
5. Deputy Inspector/Inspectress of Schools	285-20-385-25-510-540 .
6. Sub-Deputy Inspector of Schools	110-5-135-10-225 (with special pay of Rs. 30/- per month)

B - Pay Scales of Teachers

B(I) - Pay Scales of Teachers in Schools for General
Education

<u>S.No.</u>	<u>Categories</u>	<u>Pay Scales</u>
1.	Headmaster/Headmistress of Higher Secondary/Multipurpose Schools.	275-20-335-25-560-30-650 (with minimum pay of Rs. 335)
2.	Headmaster/Headmistress of High School and Nursery Schools.	285-20-385-25-510-540
3.	Senior Teacher in Higher Secondary/Multipurpose (Grade I).	225-10-275-EB-10-285-15-435- 25-485
4.	Graduate Teacher (Grade II) in High/Higher Secondary/Nursery.	115-5-155-10-165-EB-10- 235-250 (Minimum of Rs. 140/- for a trained graduate).
5.	Teacher Grade III.	75-4-95-5-105-EB-5-130-EB- 5-160 (Trained Matric will have an initial salary of Rs. 91+ D.A.)
6.	Physical Instructor (gradu- ate with Diploma/Certificate in Physical Education).	115-5-155-10-255-EB-10- 295-12 $\frac{1}{2}$ -320-335

B(I) - Pay Scales of Teachers in Schools for
General Education (C_o_n_t_i_n_u_e_d)

7.	Unqualified Physical Instructor.	75-4-95-5-105-EB-5-130- EB-5-160
8.	(i) Teachers in Arts, Crafts and Music in High School Classes who is a graduate with training prescribed by Government)	155-5-155-10-255-EB- 10-295-12 $\frac{1}{2}$ -320-335
	(ii) Other Teachers in Arts, Crafts, Music and Tabla Teachers.	75-4-95-5-105-EB-5- 130-5-160
9.	School Librarian(Higher Secondary)	130-5-155-10-235-250
10.	School Librarian(High School)	90-4-110-EB-5-155- 7 $\frac{1}{2}$ -170

B(II) - Pay Scales of Teachers in Degree and
Post graduate Colleges

Sl.No.	Category	Pay Scales
1.	Principal Post graduate College	650-50-1250 (with minimum pay of Rs. 750/-p.m.)
2.	Principal Degree College/ Heads of Departments of Post graduate/Senior Lecturers	550-30-820-EB-30-850-50-950
3.	Lecturers in Postgraduate and Degree Colleges	285-25-510-EB-25-560-30-800
4.	Demonstrators/Short hand Instructors	225-10-275-EB-10-285-15-435- 25-485
5.	Physical Instructor	(i) 225-10-275-EB-10-285-15- 435-25-485 (ii) 170-10-310-12 $\frac{1}{2}$ -335
6.	Tabla Teacher	115-5-155-10-255-EB-10-295- 12 $\frac{1}{2}$ -320-335

B(III) - Pay Scale of Teachers in Agricultural/
Veterinary College

1.	Principal Agricultural/ Veterinary College	950-50-1400
2.	Professor Agricultural/ Veterinary	550-30-820-EB-30-850-50-950
3.	Astt. Professors in Agriculture	360-25-560-30-590-EB-30-660- 900 (with minimum pay of Rs. 435 p.m.)

B(III)- Pay Scale of Teachers in Agricultural/
Veterinary College (C_o_n_t_i_n_u_e_d)

Sl.No.	Category	Pay Scales
4.	Lecturer in Agricultural/Veterinary subject/non Agricultural subject	285-25-510-EB- 35 560-30-800
5.	Demonstrator	225-10-275-EB-10-285-15- 435-25-485

B(IV) - Pay Scales of Teachers in Medical Colleges

1.	Professor in non-clinical subjects in Medical College.	950-50-1400 (with minimum pay of Rs.1050).
2.	Reader's in non-clinical Subjects	550-30-820-EB-30-850-50-1100
3.	Lecturers in Medical College in non-clinical subjects.	360-25-560-30-590-EB-30-860-900 (with minimum pay of Rs. 435)
4.	Chemist in Medical College.	225-15-270-20-390-25-640 (with minimum pay of Rs.270)
5.	Pharmaceutical Chemist-cum-Lecturer in Pharmacology.	285-25-510-EB-25-560-30-800 (with minimum pay of Rs.355)
6.	Junior Demonstrator.	225-20-285-25-435-EB-25-560-30-800
7.	Demonstrator Clinical and non-clinical in Medical College.	275-20-335-25-560-30-650

B(V) - Pay Scales of Teachers in Ayurved Colleges

1.	Principal.	360-25-560-30-590-EB-30-860-900 (with minimum pay of Rs. 435)
2.	Professors.	225-15-270-20-390-25-640 (with minimum pay of Rs.270)
3.	Lecturers.	170-10-310-12 $\frac{1}{2}$ -385
4.	Demonstrators.	130-5-155-10-235-250

B(VI) - Pay Scales of Teachers in Engineering Colleges

Sl.No.	Category	Pay Scales
1.	Principal Engineering College	1650-75-1800-100-2000
2.	Professors " "	950-50-1400.
3.	Readers in " "	650-50-1250.
4.	Asstt. Professors in Engineering College.	360-25-560-30-590-EB-30-860-900 (with minimum pay of Rs.385)
5.	Lecturers and Professors in Non-Engineering subjects in Engineering College.	285-25-510-EB-25-560-30-800
6.	Astt. workshop Superintendent.	225-10-275-EB-10-285-15-435-25-485.
7.	Non-Technical Demonstrator Gr. I.	225-10-275-EB-10-285-15-435-25-485.
8.	Demonstrator(Technical)	200-10-310-12½-435.
9.	Workshop Instructor.	170-10-310-12½-385
10.	Non-Technical Demonstrator who is graduate	115-5-155-10-225-EB-10-295-12½-320-335
11.	Physical Instructor.	225-10-275-EB-10-285-15-435-25-485

B(VII) - Pay Scales of Teachers in Polytechnic Schools

1.	Principal Polytechnics	650-50-1250 (with minimum pay of Rs.750)
2.	Heads of Departments in Polytechnics	550-30-820-EB-30-850-50-1100 (with minimum pay of Rs.760)
3.	Lecturers in Engineering subjects in Polytechnics.	360-25-560-30-590-EB-30-860-900 (with minimum pay of Rs.385)
4.	Workshop Superintendent in Polytechnics	" " "
5.	Principal Technical Training Centre	285-25-510-EB-25-560-30-800 (with minimum pay of Rs.335)
6.	Asstt. Workshop Superintendent in Polytechnics	225-10-275-EB-10-285-15-435-25-485
7.	Non-technical Lecturer in Polytechnics.	225-10-275-EB-10-285-15-435-25-485

B(VII) -- Pay Scales of Teachers in Polytechnic Schools
(C o n t i n u e d)

Sl. No.	Category	Pay Scales
8.	Instructor in Polytechnics.	200-10-310-12 $\frac{1}{2}$ -435
9.	Drawing and Crafts instructor	115-5-155-10-255-EB-10-295-12 $\frac{1}{2}$ -320-335.
10.	Non-technical Demonstrator who is graduate	" " "
11.	Instructor(Graduate in Art or Science).	" " " (minimum Rs.135)
12.	Non-technical Instructor who is not a graduate.	75-4-95-5-105-EB-5-130-EB-5-160

B(VIII) : Pay Scales of Teachers in Teachers Training Colleges

1.	Principal Teachers Training College	550-30-820-EB-30-850-50-950
2.	Professors and Lecturers in Training College	285-25-510-EB-25-560-30-800
3.	Arts Master, Craft Master and Music Teacher in Training College.	170-10-310-12 $\frac{1}{2}$ -385
4.	Physical Instructor in Training College.	170-10-310-12 $\frac{1}{2}$ -335

B(IX) : Pay Scales of Teachers in Teachers Training Schools

1.	Head Master/Head Mistress in Training Schools	285-20-385-25-510-540.
2.	Teachers in Training Schools	170-10-310-12 $\frac{1}{2}$ -335.
3.	Physical Instructor in Training Schools	170-10-310-12 $\frac{1}{2}$ -335
4.	Arts & Drawing, Crafts & Weaving Instructor.	170-10-310-12 $\frac{1}{2}$ -385
5.	Teachers Grade II	115-5-155-10-165-EB-10-235-250
6.	Music Teacher	170-10-310-12 $\frac{1}{2}$ -385

B(X) : Pay Scales of Teachers in Physical Education College

Sl.No.	Category	Pay Scales
1.	Principal Physical Education College.	550-30-820-EB-30-850-50-950
2.	Vice-Principal Physical Education College	360-25-560-30-590-EB-30-860-900 (with minimum pay of Rs. 435)
3.	Lecturers Physical Education College	225-15-270-20-390-25-640- (with minimum Pay of Rs. 270)
4.	Junior Lecturers Physical Education College	170-10-310-12 $\frac{1}{2}$ -335

B(XI) - Pay Scales of Sanskrit Teachers

S.No.	Categories	Pay Scales
1.	Principal Sanskrit College of Acharya Standard.	550-30-820-EB-850-50-950.
2.	Professor Sanskrit Colleges of Acharya Standard.	285-25-510-EB-25-560-30-800
3.	Principal Sanskrit Colleges of Shastri Standard/Upadhyaya standard.	285-20-385-25-510-540
4.	Lecturer in Sanskrit College of Shastri standard in Modern Subjects at Sanskrit College.	225-10-275-EB-10-285-15-435-25-485.
5.	Sanskrit Teacher in Pathshalas and Pathshala Sections of Sanskrit Colleges-Praveshika passed and Upadhyaya.	75-4-95-5-105-EB-5-160. (Rs. 91 initial start for teacher who is upadhyaya with three years teaching experience or trained Matric).
6.	Shastri teacher in Praveshika and purna praveshika Sections of Sanskrit College and in Sanskrit Pathshala.	115-5-155-10-165-E.B.-10-235-250 (Initial start of Rs. 140 for Acharya and Shastri having 7 years experience of teaching praveshika)

Expansion of Training Institutions for Elementary Teachers

It is easy to establish that the existing facilities for the training of elementary teachers in Rajasthan will have to be increased several-fold. The detailed calculations for this purpose are given below :-

(1) The enrolment at the primary stage will rise from 18.6 lakhs in 1965-66 to 50 lakhs in 1980-81. This implies an increase of 31.4 lakhs in a period of 15 years or 2.1 lakhs per year on an average. At 45 pupils per teacher, the primary schools alone will need 4,700 teachers per year for additional enrolment.

(2) In the middle schools, the enrolment will rise from 4 lakhs in 1965-66 to 21 lakhs in 1980-81. About 13 lakhs out of this would be on a full-time basis and for the remaining enrolment of 3 lakhs in part-time education, no additional teachers would be needed. At 30 pupils per teacher, the middle schools will, therefore, need 3100 teachers per year for additional enrolment.

(3) At the end of the third Five Year Plan, the total number of teachers in service in elementary schools will be 60,000. The number of teachers required for replacement in this cadre (at about 3 per cent per year) is 1800.

(4) Among the new teachers appointed during this period, there will be some wastage owing to deaths, resignations, etc. This may be taken at one per cent per year. The additional teachers required for this purpose would be 780.

The total number of additional teachers required per year for elementary schools during the next three Five Year Plans would thus be 10,380. If this number

of teachers is to be produced in a course of two years, after allowing for wastage of about 10 per cent, we may need about 23000 seats in training institutions for elementary teachers, as against 3,000 seats only which we have at present. A provision for about 15,000 additional seats would, therefore, have to be made as early as possible.

2. In addition to these, seats required for pre-service training, we will also have to make provision for in-service training of teachers. For this purpose, we may assume that every teacher will get an in-service education of two months in a period of five years of service. This will imply that the provision of seats for in-service education in training institutions should be of the order of 4 per cent of the total cadre of elementary teachers. In 1965-66, therefore, the number of seats required for in-service education would be about 2,400 and, in 1980-81 this number would rise to 6,800.

3. For planning this expansion, the general principals recommended by the Study Group on the Training of Elementary Teachers in India may be broadly kept in view. For convenience of reference, they may be summarised as follows :-

(1) Bigger training institutions are more efficient than the smaller ones. The minimum size of a training institution should, therefore, be 200 and wherever possible, it may also be raised to 300.

(2) The district should be taken as a unit for planning the location of training institutions; and, by and large, it should be a policy to train the teachers required in a district within the district itself. This is specially necessary for women teachers.

(3) It may be desirable, as a matter of long-range policy, to establish one training institution in each District with the sole purpose of providing in-service education to elementary teachers.

4. The total number of seats needed for the training institutions for elementary teachers, as stated above, is about 23,000. The manner in which these would be distributed amongst the different districts of the State shown in the following table :-

Existing and proposed Number of Seats in Training Institutions for Elementary Teachers

Sl. District No.	Total Population according to 1961 Census (in thousands)	Number of Existing Institutions	Seats in Existing Training Institutions	No. of Seats in Training Institutions required according to Plan	Addition seats required
1. Ajmer	976	7	840	1114	274
2. Alwar	1090	2	240	1245	1005
3. Bharatpur	1150	5	600	1313	713
4. Jaipur	1902	12	1440	2171	731
5. Jhunjhunu	720	6	720	821	101
6. Sikar	820	-	-	936	936
7. Sawaimadhopur	944	3	360	1077	717
8. Tonk	498	3	360	569	209
9. Bikaner	445	2	240	509	269
10. Churu	659	2	240	752	512
11. Ganganagar	1037	3	360	1184	824
12. Barmer	650	1	120	742	622
13. Jaisalmer	140	-	-	161	161
14. Jodhpur	886	4	480	1012	532
15. Jalore	547	1	120	624	504
16. Nagaur	935	1	120	1072	952
17. Pali	806	1	120	920	800
18. Sirohi	352	1	120	402	282
19. Kota	848	2	240	969	729
20. Bundi	338	1	120	386	266
21. Jhalawar	491	1	120	561	441
22. Banswara	475	1	120	525	405
23. Bhilwara	866	3	360	938	628
24. Chittorgarh	748	1	120	853	733
25. Dungarpur	407	1	120	465	345
26. Udaipur	1427	5	600	1629	1029
TOTAL	20,156	69	8,280	23,000	14,720

Programmes for qualitative improvement of
Elementary Education (other than those
concerned with teachers)

Extracts from the Report of the Rajasthan State
Primary Education Committee, 1964.

1. Improvement of Curricula and Teaching Methods with
Special Reference to the Problems of Basic Education: It is
generally agreed on all hands that the traditional type of
elementary education, which was predominantly academic in
character and bookish in content, will not meet the require-
ments of the modern society we desire to create in India. The
bulk of the people will have to work with their hands to
produce wealth; and educated people should really be able to
work better with their hands and to produce more wealth.
This is what happens in all the advanced countries of the
West. But in India, owing to our peculiar traditions, an
educated man is not expected to work with his hands and the
more educated he is, the less inclined is he to do manual
labour. In such a society, where the general ethos is against
manual labour, the spread of education can only result in a
decrease of productivity. This is a great danger to society
as a whole and it was to prevent such a development that
Mahatma Gandhi put forward his scheme of basic education. We
believe that the fundamental principle underlying the scheme,
viz., that work is noble and dignified and that men have to be
educated to work better and more efficiently with their hands,
is fundamentally sound. The reform of elementary education
in the next fifteen years will have to be broadly organized
on the basis of this principle.

2. Why is it that the scheme of basic education has not
worked well in spite of the essential soundness of its
principles and in spite of the support it has received so far
from the Central and the State Governments? How can we modify
the system so as to make it more practical and adaptable?

These are important problems and our recommendations regarding them are as follows :-

(1) It was a mistake to begin the scheme at the primary stage where the numbers involved are extremely large and are increasing annually at a frightening rate. The number of teachers required at this stage is also very large and it is next to impossible to get primary teachers of the right calibre in adequate numbers. What should really have been done at this stage is to prescribe a comparatively easier programme of hand-work or simple crafts. But this was not done and the targets adopted were set so high that they could not be reached. Fortunately, these defects have been remedied and the programme of 'orientation to basic pattern' has been formulated recently, thanks to the imaginative approach of Shri G. Ramachandran. Under this programme, all good elements of basic education (except craft) have been introduced in primary schools and hand-work or simple crafts have been added. We strongly support this programme and recommend that it should be adopted universally at the primary stage.

(2) It is our general experience that children become averse to manual work, not at the primary stage, but at the middle school and secondary stages or in the age-group 11-17. We, therefore, feel that the right stage where these tendencies to denigrate work are to be checked is the age-group 11-17. It is, therefore, necessary to introduce a craft on a compulsory basis in all middle schools and even in all secondary schools (in classes IX and X). If this can be done, the main objective of the scheme of basic education would be realised.

(3) It has been assumed that every primary teacher can also teach craft. This is not possible except in the case of a few gifted individuals. Whereas every teacher can teach simple hand-work at the primary stage, not everyone is qualified or gifted to teach the high level of craft skill which is needed at the

middle school or secondary stages. We, therefore, feel that it is necessary to appoint specially trained teachers of craft and to supply good tools and equipment (and also raw materials) if the teaching craft is to be done at an appropriate level of efficiency. For several years to come, it will be possible to secure these conditions in middle and secondary schools, but not in primary schools. Moreover, at these stages, the children are older and able to work better. The wastage involved is consequently much less.

(4) We also feel that too much is made of the concept of correlation, and that too much emphasis is placed on the introduction of spinning and weaving as a craft. We think that this emphasis on correlation should, therefore, have to be abandoned and that greater emphasis should be placed on the teaching of agriculture.

3. As we have stated above, the main task before us is to change the general ethos of our society where education is considered to be antithetical to manual work and where an educated person refuses to work with his hands. This attitude cannot be changed at all by working at the primary stage only. In fact, social attitudes are set, not in elementary schools, but in the universities and then they get copied all down the line. The attempt to change the social ethos, therefore, would have to be made essentially at the university stage. We, therefore, feel that a good deal of camping, social service and manual work should be introduced at the university stage also. This will change the attitudes of the college students and the college teachers. In its turn, it will have the effect of changing the attitudes of the students of secondary schools and teachers. The thread may then be easily picked up in the primary stage without any difficulty.

4. To sum up, our recommendations for the adoption of the

scheme of basic education would be the following :-

(1) At the primary stage (age-group 6-11), there should be no attempt to introduce the teaching of a craft and to emphasize its teaching. In classes I and II, we need not attempt anything more than the introduction of activities. This would be almost inescapable in view of our decision to adopt the double-shift system in these two classes on financial grounds. In class III to V, all that we should attempt is the introduction of hand work and simple crafts like kitchen gardening. In fact, we would sum up the education at the primary stage as including (i) a thorough inculcation of the basic tools of learning - reading, writing and arithmetic; (ii) the development of proper habits, an education in citizenship and a programme of general information related to the social and physical environments of the child; (iii) plenty of activities, curricular and co-curricular; (iv) hand-work or kitchen-gardening; and (v) a much greater emphasis on artistic and aesthetic activities such as painting, music and dancing than what is provided at present. In our opinion, such a programme will be all that is necessary to provide the necessary skill in the manipulation of fingers and hands and to lay the foundation of a programme of craft education proper which is to follow at a later stage.

(2) In the middle and the secondary schools (from Class VI to Class X), the learning of a craft should be made compulsory. At this stage the numbers to be dealt with are small. It would, therefore, be possible to appoint special teachers for crafts, to provide the necessary equipment, to exercise proper supervision and to see that the teaching and learning of the craft is done efficiently. The wastage can be kept to the minimum at this stage and productivity would also be very high. There is no doubt that the proper teaching of a craft at this stage would certainly bring in return something more than raw material and the maintenance of equipment (including depreciation).

(3) At the university stage also, a good deal of camping should be introduced in which students should be required to do manual and productive work. This would continue to foster attitudes which were built up earlier at the middle and secondary stages.

5. Teaching of Science: Another subject of the curriculum which needs special attention is the teaching of science. The revolution which we want to introduce in India in the social and economic spheres can only be possible through the development of science and technology. We must, therefore strive our best to strengthen the teaching of science at all stages and this must be a top priority programme for the next fifteen years.

6. It has to be remembered that the teaching of science does not merely imply the giving of information regarding scientific matters. It is not also enough to teach a few skills in scientific matters such as the performance of prescribed experiments. What is needed is to build up the natural curiosity of children and make them take interest in natural and social phenomena around them. It is also essential to build up scientific attitudes which are rational, empirical and secular. These fundamental objectives of science education will have to be kept in view in framing curricula and adopting teaching methods for elementary schools.

7. In order to strengthen the teaching of science at the elementary stage, ^{the} first requisite is to prepare properly qualified teachers of science. Equipment is necessary, but is not the first requisite. Given a good teacher, he can put across a good programme of teaching science with such simple materials as are locally available. In order to keep the costs down, therefore, it is necessary to concentrate on the training of teachers of science for the

elementary stage.

8. In this connection, we would like to make a rather unorthodox and radical recommendation. At present, the teaching of different subjects is not organised on a subject-wise basis at the elementary stage, i.e., either at the primary or at the middle school stages. We do realise that it is not possible (nor even necessary) to teach the curricula according to subjects at the primary stage. But we see no reason why the teaching at the middle school stage should not be done according to the subjects. In fact, there is every advantage to be gained by doing so.

9. If this thesis is to be accepted, it follows that our programme of training teachers for middle schools will also have to be revised. At the moment, we have a common programme for training teachers for primary as well as middle schools. In future, it may be better to have a general programme of training (of the type we have at present) for primary teachers only and to train the teachers for middle schools specifically for certain subjects as is now done for secondary schools.

Every teacher who wants to teach in a middle school should be required to specialise in two (or at the most, in three) subjects included in the curriculum, just as every secondary teacher is required to specialise in two subjects at present. This will make it possible to give him a better knowledge of the subject and also a better mastery over the teaching techniques. If such a system can be adopted, it will be possible to train much better teachers for middle schools than we have at present.

10. Even if this system cannot be adopted for all subjects immediately, we might make a beginning with teachers of English, Science and Craft. These are the three most difficult subjects in the middle school curriculum which need our

attention. We may, therefore, start by setting aside one training institution in each district which will specialise in preparing teachers for English and Science, and one institution in every Division which will prepare teachers for crafts. The programme should be intensive and highly qualitative; and an attempt should be made to post at least one such specialised subject trained teacher in English and Science and one specialised craft teacher in every middle school. This will take care of the teaching of English, Science and Crafts at that school. As soon as conditions become favourable, more such teachers may be posted to each middle school.

11. Programmes of Student Aid and Welfare: This programme has three aspects: (a) free supply of textbooks and writing materials; (b) School Meals; and (c) School Uniforms.

(a) Free Supply of Textbooks and Writing Materials:

One very important programme to increase the enrolment of children in schools is to make a free supply of textbooks and writing materials. This will help in improving standards and in reducing wastage. Although the programme may be regarded as optional in the early stages of the development of primary education, it becomes inescapable when the last 30 per cent of the children who come from the poorest classes of the community are being enrolled. In the opinion of the Committee, this stage would be reached in Rajasthan in the Fourth Five Year Plan.

The Committee would, therefore, recommend that provision should be made to provide free books, slates and other writing materials to all children in primary schools. The expenditure on this programme can be economised if these books and writing materials are kept in schools in the custody of the teachers and made available to the children during school

hours. Such a system has been tried successfully in some countries outside India. In view of our great shortages of paper supply and funds, there is no reason why we should not also try it on a large-scale. It may also be pointed out that this proposal does not mean that no child will have books or writing materials at home. Those parents who can afford this expenditure and who want their children to do home work, can certainly buy textbooks and writing materials at their own cost.

(b) School Meals: Rajasthan has already started, with the help of CARE, a programme of providing milk to school children. At present, about one million children are covered under the programme of midday meals which is operated by the Development Department. We recommend that this programme should be expanded to the extent possible in the Fourth Plan. The content of the meal should also be enriched by the addition of some food, either collected locally or received from abroad through free gifts. This is a programme in which the local community has to be interested and steps to that end should be taken right from now. The ultimate objective should be to provide a school meal a day to every child. Even if this were not possible, we should attempt to provide a school meal for at least all the poor and needy children (who would be about 30 per cent of the total enrolment).

(c) School Uniforms: It is also necessary to encourage the adoption of school uniforms at the primary and middle school stages. The State should, therefore, prescribe a very simple uniform which would be within the competence of most parents. For the children of poor parents, some sort of a subsidy will have to be given to

enable them to have school uniforms. The Committee feels that a programme to this end should be started in the fourth Plan.

12. Production of Educational Literature: The in-service training of teachers through correspondence education or the attempts by teachers at self-improvement will succeed only if there is a good deal of literature available in Hindi, which the elementary teachers can use to improve their competence. Not much literature of this type is available at present. One of the main functions of the State Institute of Education is to produce this literature and we recommend that this programme should be highlighted in the Fourth Five Year Plan. If a large number of books on different aspects of education can be prepared in Hindi and put on the market, they will be available, not only to the elementary teachers, but even to those members of the public and office-bearers of the Panchayati Raj institutions who are interested in education. Such literature will, therefore, greatly assist to raise the standards of education all round.

13. Adoption of New Strategy Of Development: The two recommendations made above, viz., the emphasis on better teaching of compulsory crafts at the middle school stage and the improvement of the teaching of English, Science and craft in the middle schools lead us to a further suggestion on which we lay great emphasis. What we want to recommend is the adoption of a new strategy in the qualitative development of elementary education. At present, classes I-VIII are regarded as one unit of elementary or basic education, although it is divided into two sub-units of the primary and middle school stages. Consequently, our programmes

of qualitative improvement are generally drawn up for elementary education as a whole. The main difficulty in such an approach is the large numbers we have to face at the primary stage. Our funds for qualitative improvement are limited; and when applied to the primary stage, they get spread so thinly that hardly any tangible result is obtained. Instead, we should now emphasize the improvement of quality of the middle stage in the fourth Five Year Plan. Our reasons for this suggestion are given below:-

(1) The first and the foremost reason has been mentioned already: the large numbers we have to face at the primary stage and for which we have no resources.

(2) The numbers involved at the middle school stage are still small and manageable. The number of good teachers that we need at this stage will not be very large and can also be obtained.

(3) At the primary stage, there is a good deal of wastage. Of every 100 children that enter class I, only about 35 reach class V. It is true that we have to make an effort to reduce this wastage, but that will take a long time to succeed. In the meanwhile, a large part of the funds invested in the improvement of primary education will just be wasted. At the middle school stage, on the other hand, the wastage is extremely small. Consequently, whatever improvement is effected at the middle school stage will readily climb up to the secondary stage, and thence to the university.

(4) What is needed to improve our education is a 'pincer' movement which would concentrate on the qualitative improvement of middle schools to throw up good students and simultaneously concentrate on the development of the post-graduate stage to throw down good teachers. This is the

only strategy which can be adopted in the meagre resources that are now available.

We, therefore, strongly recommend that, in the fourth Plan, an intensive effort should be made to improve the middle schools wherever possible by providing good buildings and equipment to these institutions, by providing good staff, by providing in-service training to the headmasters and assistant teachers and by providing a closer supervision. When this is done, the programme of qualitative improvement can be extended to primary schools in the fifth Plan.

Even in the fourth Plan itself, we can take one more step. Every middle school will be situated in the midst of about 5-10 primary schools. All these schools could be formed into a group with the middle school at the Centre (what we have said here of middle schools will also apply to secondary schools which have middle school departments). For all these schools, we might set up a committee consisting of Headmasters of the Middle School as Chairman and the Headmasters of all the primary schools in the neighbourhood as members. This Committee should be made responsible, under the guidance of the Inspecting Officer, for the qualitative improvement of all the schools in the group. Such a programme will immediately make it possible to radiate the qualitative improvement built into the middle schools to the primary schools round-about.

14. State Institute of Education: A State Institute of Education has been established in Rajasthan this year. The primary aim of this Institute is to improve standards in elementary education. Its functions are: (1) to provide in-service training to inspecting officers; (2) to provide

inservice training for teacher-educators; (3) to conduct research and experiments; (4) to produce educational literature necessary for teachers and students; and (5) to provide extension services to training institutions and elementary schools. We attach very great importance to the State Institutes of Education. We are also given to understand that these are proposed to be developed in a big way in the Fourth Plan. We recommend that full scope should be given to the development of the State Institute of Education in Rajasthan and that it should be staffed by the best officers from the Education Department. The future qualitative development of elementary education will depend essentially on a leadership in ideas; and this leadership can only come from the State Institute of Education.

15. Improving of Buildings, Playgrounds and School-Farms: The problem of buildings is of very great importance. It will also involve a very large expenditure. In order to solve it satisfactorily, we recommend that a non-lapsable fund should be created at the State level for construction of elementary school buildings. Every year, such amounts as the State Government can spare for building purposes, should be earmarked and credited into the fund, and from its balances, grants-in-aid, according to rules, should be made available to local communities for construction of school buildings.

The State will have to share the larger responsibility of expansion and qualitative improvement, especially with regard to the salaries and allowances, old-age benefits and training of teachers. It is, therefore,

in the fitness of things that the primary responsibility for school buildings should be taken by the local community rather than by the State. The State should provide some grant-in-aid; but this would be ~~half~~ or even less than half in most communities. It is only in Adivasi or such other extremely poor and backward areas that the State should assume a proportionately larger responsibility for construction of buildings.

It may be desirable to permit the local communities (village panchayats) to levy a special tax, for a specified period, for construction of school buildings. For instance, a village may need a school building costing Rs. 5,000. Let us further assume that the land revenue in this village is Rs. 2,500. The villagers should then have the option to tax themselves in such a way that every person will pay twice the amount of land revenue for the construction of the school buildings, in one or more instalments, in a period of one to three years. If such a decision is taken, all the amount required for the school buildings would be collected in a period of not more than three years; and, as soon as this is done, the tax would automatically come to an end. This method of compulsory tax for short periods has an advantage over the present system of voluntary collections in so far as it compels everyone to pay his share. We, therefore, recommend that this should be given a fair trial.

An effort has to be made to reduce the cost of buildings. Even the economy of one rupee per sq.ft. will ultimately lead to a saving of crores of rupees. It is, therefore, recommended that the State should set up

a unit for conducting research in reducing the cost of school buildings should be created at the appropriate level. It should work in close collaboration with the office of the Director of Public Instruction. Any amount spent on the establishment of this unit would be more than repaid by the resulting economy in expenditure on buildings.

We have recommended elsewhere that agriculture should be introduced as a craft in all middle schools, or at least in as many middle schools as possible. For this purpose it is necessary to have adequate land attached to the middle schools. From this point of view it may be desirable to organise a large-scale programme. In this context, we may refer to a programme which was undertaken some years ago in Uttar Pradesh. The then Chief Minister of the State, late Shri Govind Ballabh Pant, made an appeal for donation of land and money for middle schools, and in a short period, donations of about 20,000 acres of land and about 32 lakhs of rupees were raised. With the help of this initial donation, farms have been attached to more than 3,000 middle schools and specially trained teachers in agriculture have been appointed. The scheme is working very well.

We strongly recommend that an effort on similar lines should also be made in Rajasthan.

The provision of playgrounds is very important. It should be made a responsibility of the local communities in rural and urban areas to provide each school with an adequate playground, to develop it properly and to fence it on all sides. Token grants from State funds may be made available for the purpose; but, by and large, this

should be regarded as a responsibility of the community.

16. Provision of Adequate Equipment: We have already referred to the paucity of equipment in most of the elementary schools and steps have, therefore, to be taken urgently to provide the essential equipment to all the elementary schools. In this connection, we make the following recommendations:-

(1) When craft is compulsorily introduced in middle and secondary schools throughout the State, one of the programmes to be undertaken should be to prepare equipment needed for schools. If this can be done, a double purpose would be served: (i) the children would be given instruction in a useful craft; and (ii) the schools will also be provided with some of the equipment needed at cost price.

(2) A drive for school improvement on the lines of the programme organised in Madras State should be developed in Rajasthan also. Here, each inspecting officer is expected to organise a school improvement conference, once a year, in his beat. The decision is taken sufficiently in advance and each school in the beat then prepares a complete list of the equipment which it has and the additional equipment and facilities which it needs. After the lists are prepared, an intensive propaganda is organised in all the villages of the beat and the people are requested to donate, either in cash or in kind, for equipping the schools better. A large number of donations are generally received before the day of the conference. On the day of the conference itself, which is presided over by some important person, the lists of donations already received are announced and generally

some further donations are also received on the spot. The conference is followed up by intensive propaganda campaign to realise the promises made and to develop the school further. When a suitable occasion arises, the conference is repeated. The Madras State has been able to collect about Rs. 5 crores through such conferences during the last five years. We feel that this is a good movement which has to be adopted in all parts of India. Rajasthan may well take steps to organise it with effect from next year and keep it up throughout the Fourth Five Year Plan.

17. Classification of Schools: In order to measure the progress that it is made in improving the quality of elementary schools, we suggest that all the elementary schools should be classified every year, on a five-point scale - A, B, C, D, E. Norms should be laid down at two levels - the minimum norms (which should be called D) and the desirable norms (which should be called B). The norms should be separate for primary schools and middle schools. Schools which are better than the desirable norms should be classified as A. The schools which fall between the desirable and the minimum norms should be classified as C; and the schools which fall below the minimum norms should be classified as E. The basis for such a classification should be prepared by the State Institute of Education; and, on that basis, the work of each school should be annually evaluated, in the first instance by the teachers themselves, and later on by the inspecting officers. In this way, it will be possible to know the classification of schools into different categories every year and this will give us an idea of the

progress achieved and the journey that we have still to make. It will also be possible, on the basis of such a classification, to evolve a programme of assistance under which the schools, which are lower down in the list, would be enabled to climb higher.

Annexure X

Rate of Transfer from Middle to Secondary Schools

Y e a r	Enrolment in Class VIII			Enrolment in Class IX			Rate of Trans from Middle to Secondary Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Gir- ls	Tot ls
1950-51	14620	2260	16880						
1951-52	16189	2481	18670	12019	1285	13304	82.2	56.9	78.3
1952-53	17448	1769	19217	14196	1511	15707	87.7	60.9	84.1
1953-54	20394	1315	21709	15733	1156	16889	90.2	65.3	87.9
1954-55	22789	2793	25582	15394	1273	16667	75.5	96.9	76.3
1955-56	23347	2994	26341	19924	1765	21689	87.4	63.2	84.8
1956-57	31617	3457	35074	22791	2048	24839	97.6	68.4	94.3
1957-58	32473	4534	37007	25595	2507	28102	80.9	72.5	80.1
1958-59	37166	4554	41720	30370	3045	33415	93.5	67.2	90.3
1959-60	42637	5353	47990	34250	3448	37698	92.2	75.7	90.4
1960-61	45873	6105	51978	35230	3712	38942	82.6	69.3	81.1
1961-62	50433	8506	58939	43108	4650	47758	94.0	76.2	91.3
1962-63				49380	5798	55178	97.9	68.2	93.6

Source : Department of Education, Rajasthan

Main Recommendations of the Chatterji Committee

1. Introduction.

The recommendation in the preceding chapters may appear isolated but are linked together with a view to tone up education and establish better co-ordination between its various stages. Keeping in view the educational environment only, as distinct from hereditary factors, we have reckoned mainly with:-

- (i) The curriculum at different stages. Its reconstruction and requirements.
- (ii) Teachers:- Their selection, training and promotion.
- (iii) Examinations:- Their limitations; the direction in which reform is necessary.
- (iv) Inspections:- The defects of the present system and the desirability of a new outlook which should be democratic and constructive.
- (v) Aims and object:- Their clarification and realistic attainment.

All these matters are interconnected, and it is only when concerted action is taken in all these directions that genuine educational reform can be brought about. It is our earnest hope that the survey we have made of existing conditions and the reforms we have suggested will be of some practical help in this process which is vital for the maintenance of national progress and welfare.

(i) Curriculum:- Amongst the reforms suggested, we may mention the following:-

The old fashioned courses should be changed, making room for the inclusion of new compulsory subjects. Courses at various stages should be adjusted and co-ordinated so that there are no gaps from the Primary right up to the University stage.

For this it is considered essential that the various bodies which frame syllabi must put their heads together in

concerted manner. We have suggested that on the Board of Secondary Education, Rajasthan there should be a larger representation of actual field workers, and domination by the representatives of the University should be lessened. The syllabi of the Secondary Schools should be linked up with the Primary at end and the University at the other. When the High School and Intermediate examinations were under the control of the University. High Schools as well as Intermediate Colleges were represented on various University bodies. This helped to bring about a certain measure of co-ordination at all these stages. With the transfer of Secondary and Intermediate stages, to the control of the Board of Secondary Education, these institutions have ceased to have any voice in framing curricula and syllabi for University Examinations. As it is the Secondary Schools which are the feeders to Universities and Colleges, it is clear that they should have some voice in determining what should be required by way of academic attainments from their output for purposes of admission etc. Further, when there was only one Director in charge of both College and School Education who was an ex-officio member of all important University bodies, some measure of co-ordination was effected through his person. Now that separate Directors have been appointed and only the collegiate Director is ex-officio member of University bodies, even this amount of co-ordination has been lost.

We, therefore, recommend that the Director of School Education should be an ex-officio member of all important University bodies. Further, at least three heads of Higher Secondary Schools who are members of the Board of Secondary Education should be members of the University Senate and the Academic Council. We are of

opinion that the elective procedure does not always yield. We, therefore, suggest that these representative of the Board should be nominated by the Chairman of the Board in consultation with the Director of School Education. Two of the members nominated should be allotted the Arts Faculty and two to the Science Faculty in the University.

The school plans and programmes should be nearer to the realities of life and keep in view the actual capacities of public at various levels. Purposive and co-operative activities stressing the need for creative thinking and freedom of expression should be organised to the extent that they are practicable.

For the sake of concentration of effort and to effect an easy transition to the higher secondary system we consider it imperative that all institutions imparting Secondary Education for girls and boys should have identical courses in various subjects, some for two years and others for three, or later four years, when it become possible to extend the Secondary Course to 12 years.

Usually village Higher Secondary Schools find it very difficult to cope with increased responsibilities entitiled by one additional year. They cannot but be poor specimens, with a handful of students studying in uncongenial localities and ill-equipped school buildings. We have recommended that such schools should work like halfway houses. They should be designated as Junior Secondary Schools, and stop at class X.

Location and buildings.

Even in the rural areas in the interior, a few higher secondary schools, well-equipped, well-staffed and well-housed should be established. In these Central Senior Secondary Schools, enrolment should be regulated and the

size of the classes should be fixed.

In towns, too, schools have handicaps. They are generally housed in old-fashioned buildings and situated in unhealthy surroundings. Parents are constantly worried about the health and hygiene of their children. It is necessary to provide funds for school buildings properly designed and suitably located in large towns and cities both in villages and in cities there must be provision for playing fields and for recreation. Government should chalk out a short term as well as a long term programme, for this purpose. The improvement of existing or the construction of new buildings for large city schools where there is much congestion should receive a high priority. This applies both to boys' schools as well as girls' schools, and even to colleges. Some of the old High Schools now converted into Higher Secondary and Multi-purpose Schools are housed in ancient and dilapidated houses which are entirely unsuited for the new type of education. At this point of time we are of opinion that the emphasis in Rajasthan should shift from expansion to consolidation. More attention must be paid to quality rather than to quantity. Unless this is done standards will fall still lower and we shall merely add to the ranks of the semi-educated unemployed who constitute a growing danger to the stability of society.

(ii) Teachers:- In the catalogue for apportionment of blame for the deterioration of standards the teachers are given to top place by over 90 percent of our witnesses. Other evidence also points unerringly in the same direction. They are either ineffective or inefficient; they cannot or do not put heart and soul into their work; they do not stimulate or inspire young minds. They mainly look to success in examination results as the primary aim of

education. No doubt, there are a few exceptions but they are merely fighting a rear-guard action. Casualties in their number are ever on the increase.

Shortage of teachers in Science and the new subjects introduced under the diversified scheme, preference for new and unexperienced untrained post-graduates over experienced and matured trained graduates, unwillingness to go to rural areas owing to lack of housing facilities and other amenities are some of other factors which account for the rot which has set in.

To remedy this state of things we have recommended that experienced trained graduates should be eligible for appointment as Senior Teachers in Higher Secondary Schools so long as there is a shortage of appropriately qualified M.A's and M.Sc's. The posts of Headmasters of Higher Secondary Schools, Inspectors of Schools and Lecturers in Training Colleges should be equivalent and interchangeable. We have also made recommendations for improvement of pay scales and living conditions of teachers.

(iii) Examination The system in our view requires a complete overhaul and some very radical reforms.

Our proposal to stagger the Secondary Examination in two stages, one at the end of the 10th year of schooling and the other at the end of the 11th year which has already been accepted by Government, will help to avoid mental strain and will provide an opportunity for diverting a fairly large number of pupils into vocational training and preparation for life.

We have recommended that examinations should not dominate the entire educational scene, but should be restricted within their proper scope. They should not be designed to test the pupils' powers of memorization, but of his intelligent grasp of a subject and of his powers of assimilation and

expression.

With this end in view we have suggested a certain procedure for the setting of question papers and for assessment of answer books. We have recommended the inclusion of Objective Tests in the subjects in which they are suitable, but this should be done on the basis of experience and experimentation. Similarly we have recommended that some weightage should be given to internal assessment of pupils under proper control and supervision. For this purpose we have recommended the proper maintenance of cumulative records of each individual pupil.

(iv) Inspection:- We repeat that some posts of Headmasters, Lecturers of Training Colleges and Inspectors of Schools should be periodically interchanged to enable the Inspectors of Schools not to lose human touch and to play their part in the educational system effectively. Further with a view to make Inspections constructive and helpful we have recommended that Schools be inspected every third year or so by teams of experts in addition to ordinary routine check ups from time to time.

(v) Aims and Objectives:-

Many of our witnesses were of the opinion that one of the chief maladies from which education suffers is the indifference of parents. As a result of the fast expansion of education, the majority of parents of school going children are illiterate and economically backward. Even those who are well educated and well-to-do think that their responsibility is finished once the child has been admitted into a school. But if the proper home atmosphere is missing even the most expensive school will fail to deliver the goods expected from it. Proper education is only possible if the home and the school co-operate in this effort.

It is, therefore, of the first importance to get parents interested in the educational programme of the school which their children attend. There are many ways of bringing this about such as the establishment of Parent-Teacher Associations which are already being tried in some of the better schools. It is our hope that all schools will join in this effort.

ANNEXURE XIII

BRIEF NOTE ON THE PROGRAMME OF EXAMINATION
REFORM IN RAJASTHAN.

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The Board of Secondary Education, Rajasthan in collaboration with the Central Examination Unit of the DEPSE, has undertaken a comprehensive programme of Examination Reform in Secondary and Higher Secondary Schools of the State. This consists of the following major aspects of reform:

- I. Improvement of External Examinations;
- II. Improvement of Internal Assessment; and
- III. Corresponding changes in curriculum, instruction, text-books and teacher education.

I. Improvement of External Examination:

This is to be achieved by effecting improvement in:

- a) Questions, question papers and scoring procedures of written examinations;
- b) Improvement in the procedure of conducting practical examinations and scoring them as objectively as possible; and
- c) Improvement in the mechanics of conducting examinations.

a) Improvement of written examinations:

This programme is going on in a phased manner. In the first phase an intensive preparation programme was undertaken in the core subjects of General Science, Social Studies and Elementary Mathematics before the introduction of proposed changes in the Board examinations. The preparation programme included:

- i) training of paper setters;
- ii) preparation of sample question papers and evaluation brochures and circulating them to all secondary/higher secondary schools in the State;

- iii) preparation of unit tests and circulating them to all the schools;
- iv) establishment of a pool of test items at the Board Office;
- v) organising district level seminars of headmasters and teachers in evaluation; and
- vi) conducting workshops for the training of teachers in objective-centred teaching and evaluation with the help of resource persons trained by the Central Examination Unit.

The preparation programme is followed by the actual implementation of the reform. The implementation programme includes the following:

- i) Experimental try-out of sample question papers;
- ii) Supplying of try-out analysis to actual paper setters;
- iii) Setting of papers by trained persons;
- iv) Observation of administration of improved examinations at the State-level; and
- v) Intensive follow-up study regarding the impact of this change.

Both preparation and implementation programmes in respect of General Science, Social Studies and Elementary Mathematics have been completed and improved examinations will be administered to the students at the State-level on the 12th, 13th and 15th March, 1965, after which an intensive follow-up study of its impact will be undertaken.

In the second phase of improving written examinations the Board has taken up two more core subjects and four elective subjects, namely, English and Hindi, and Physics, Chemistry, Biology and Mathematics respectively. Under this expansion programme the training of paper setters and preparation of sample question papers and unit tests have been completed whereas other preparations are underway.

b) Improvement of practical examinations:

The Board conducts practical examinations in the electives of Physics, Chemistry and Biology. These examinations are being improved by:

- i) Sampling more content and skills;
- ii) Introducing an element of thinking and problem-solving through experimental work; and
- iii) Increasing the reliability of scoring.

Three experimental try-outs have been completed for the development of effective procedures of conducting examinations and scoring pupil performance. The average inter-rater reliability in these examinations has increased to .90 which is indeed quite high. The actual improvement in the practical examinations will be introduced by making necessary preparations for the purpose. A few immediate changes have been introduced in the practical examination in Chemistry from March, 1965.

c) Improvement in the mechanics of conducting examinations: Under this programme a plan has been worked out where the examination will be able to serve effectively its dual purpose, namely testing those students for whom secondary education is terminal and testing those for whom it is a continuing stage. Various other aspects related to the administration and organization of public examinations are also being improved.

III. Improvement of Internal Assessment:

This aspect of examination reform is being approached by:

- a) Supplying improved questions, question papers and unit tests for the improvement of school examinations;
- b) Developing a comprehensive scheme of internal assessment through experimentation.

So far more than 1000 good questions in seven subjects have been circulated to all the schools of the State in the form of specimen question papers, unit tests and individual test-items. About 1000 more items will reach the schools in the near future. In all 21 booklets containing this material and other information have been prepared, out of which 10 booklets have already been sent to the schools by the Board.

It is proposed to select four experimental schools for developing procedures and instruments of internal assessment with a special emphasis on:

- a) Evaluating students' development in those aspects which cannot be measured adequately by written examinations; and
- b) Using evaluation for the improvement of achievement through diagnostic test, review tests, academic guidance and so forth.

III. Other Corresponding Changes /

In order to make the programme of examination reform effective, it is necessary to bring about corresponding changes in curriculum, text-books, class-room instruction and teacher-training. For this purpose, the Board has developed a five year plan and it is being implemented in collaboration with various agencies concerned, under the guidance of the Central Examination Unit. This includes:

- i) Formulation of objectives and development of new curricula;
- ii) Providing in-service training to teachers in the techniques of objective-based instruction;
- iii) Improvement of pre-service training of teachers to suit the new requirements in collaboration with the Training Colleges of the State.

As stated earlier, improvements in the Board Examination of three subjects; namely, General Science, Social Studies and

Elementary Mathematics are being introduced from March, 1966. Similar improvements in the elective subjects of Physics, Chemistry, Biology and Mathematics have been proposed to be introduced from the year 1967. From that year improvement in the practical examinations in Physics, Chemistry and Biology will also be introduced. Improvement in the question papers of higher English and lower English, higher Hindi and lower Hindi are likely to come about from 1968. Simultaneously, improvement in the written examinations conducted by the schools are being introduced in a planned manner. When the procedures and instruments for a comprehensive internal assessment will be developed through experimentation in selected schools, these will also be introduced in each school of the State. The Board, in collaboration with the Central Examination Unit, has undertaken an extensive programme of follow-up research and studies to appraise the impact of the examination reform at the stage of secondary education in the State.

Reorganisation of the School Leaving Examination at the End of the Secondary Stage

Outline of a proposal formulated by the Board of Secondary Education, Rajasthan

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The high percentage of failures in examinations at all levels, particularly at the school leaving stage, has been causing concern among everyone involved in educational work. The Central Advisory Board of Education passed a resolution in its XXX Session advising the authorities concerned to accelerate their efforts for eliminating wastage by speedy improvements in the teaching and learning process, by the creation of conditions for harder and more concentrated work and through introducing quick measures for reorganising the examination system. What is currently engaging the mind of the Government and the Board of Secondary Education, Rajasthan, is the introduction of a school leaving certificate examination at the end of class X. The implication is that those students who desire to terminate formal education at the secondary stage will be able to do so after class X, and only those desirous of pursuing higher education will need to take the higher secondary examination, the standard of which may have to be raised further. This is based on the experience that for most of the vocations or employments which are taken up after school, the present higher secondary standard is not necessary. For students who desire to treat the higher secondary examination as the terminal point, it would be sufficient to aim at general educational development, and no formal schooling after class X should be necessary.

The pattern which such a school leaving examination at the end of class X will take has been worked out by the

the secondary school examination as consisting of two parts and subject to certain conditions as follows :

Part I: Secondary School Leaving Certificate Examination (which will be identical with higher secondary Part I) which may consist of the following subjects:

1. Mother tongue (Hindi or Gujarati etc. as the case may be) two papers (instead of one as at present).
2. The third language; Sanskrit or any other Indian language - one paper.
3. Core subjects - General Science, Social Studies and Elementary Mathematics - three papers.
4. Art and Craft - One paper.

Part II: The Secondary Examination. This may consist of all the subjects provided for in the school leaving certificate examination plus the following:

5. Three optional subjects out of any of the Group of Humanities, Science, Commerce or Agriculture provided by the Board at present for the Secondary School Examinations.
6. English.

This will be subject to the following conditions:

- (a) Tuition in all the six subjects will be compulsorily imparted in all recognised schools.
- (b) Students who pass only in the first four subjects will get the secondary school leaving certificate.
- (c) Students who pass in all the subjects of both the examinations together will get the secondary examination certificate.
- (d) Divisions and distinctions will be awarded to candidates of both kinds (who pass the Secondary School Leaving Certificate or Secondary Examination) according to their Group (I to IV or I to VI).
- (e) For purposes of admission to the Pre-University class or Pre-Professional classes of Technical College, it will be essential to pass the Secondary School Examination in all subjects together.
- (f) Admission to other institutions offering diploma courses e.g. Polytechnics, will be regulated by their own requirements. But students who pass the Secondary School Examination in stages should be deemed to be eligible for admission on the basis of their total marks (obtained in stages) put together.

- (g) Students who pass the Secondary School Leaving Certificate Examination will be eligible to pass the remaining subjects separately and be awarded certificates to that effect. After passing the electives as well as English, they will be eligible for admission to class XI of the Higher Secondary Schools, which will provide them a further opportunity of securing a division and entering the Three Year Degree course or a Professional College.
- (h) For admission to other walks of life, e.g. teachership or clerical or other situations, employing authorities may insist on success at the Secondary School Leaving Certificate Examination plus success at any one of the additional subjects like English or the optionals or both, according to their respective requirements.

On the basis of the assessment of examination results conducted by the Board of Secondary Education, it can be said that the results at the School Leaving Secondary Examination stage would be approximately 80% and that addition of higher Hindi is not likely to affect the results substantially. At the same time standards will not suffer in any serious sense, because persons desirous of pursuing higher studies will be required to secure the higher secondary certificate.

Establishment of Cooperative Book Banks:

It is found that the students of secondary schools and colleges suffer in their studies to a very great extent because of a lack of textbooks. This happens particularly so in rural areas. To meet this problem, it is suggested that every educational institution above the elementary stage should establish a cooperative book bank, the object of which would be to supply textbooks to all students who need them.

2. The funds for these banks may be raised as follows:

(1) A compulsory small fee (which may vary from Rs 1 to Rs 2 per year) to be collected from every student on the rolls of the institution irrespective of the fact whether he borrows the book from the book bank or not; (2) donations and contributions from the public; and (3) grant-in-aid given by the State Government which should ordinarily be in some proportion to the amounts collected under (1) and (2).

3. The funds of the cooperative book bank should be invested in the purchase of textbooks which should be made available to needy students. The target to be aimed at is to provide every textbook to every student who needs assistance for the purpose within one or two weeks of the beginning of the school year.

4. Every student borrowing textbooks from the bank should be required to make a small payment, generally equal to one-tenth to one-fifteenth of the prices of the books he borrows. This would be a definite advantage to the student (because he gets the textbooks for a nominal payment) and to the bank (by augmenting its resources). Moreover, the students will value the privilege better if they are given the books for a small payment rather than as a free gift.

expected to keep them in good conditions and return them at the end of the year. For failure to do so, or for damage caused to the books, it should be open to the bank to recover damages from him to cover the cost of the ^{books} damaged or lost. This condition would, in itself, act as a very good check and build up right attitudes and character among the students and it would enable each textbook to be used for 5-6 years by different batches of students. The overall cost of running the programme could thus be reduced substantially.

6. The book banks may also solicit and accept donations in the form of books. There are several students who buy books at the beginning of the school year and these are generally thrown away at its end. If such students could be persuaded to keep their books carefully and to donate them to the book bank at the end of the year so that they could be used by other batches of students, a good deal of investment in kind would become available.

7. The book bank should be run by the students themselves under the guidance of the staff.

ANNEXURE No. XV

Transfer Rate from Secondary to Collegiate Education.

In Rajasthan, the Secondary School consisted of only ten classes and was followed by a four-year degree course, until the higher secondary pattern was adopted. From 1950-51 to 1956-57, only the first of these systems prevailed. From 1960-61, only the second of these systems is in vogue. In the three intervening years, viz., 1957-58, 1958-59 and 1959-60, both the systems were partially in vogue.

2. In order to determine the rate of transfer from the school to the collegiate stage, therefore, one has to take a number of factors into consideration. For instance, we shall have to compare (1) the rate of transfer from class X to class XI (and the first year of the old four-year degree course) as well as (2) the rate of transfer from class XI to the first year of the three year degree-course as well as the rate of transfer from the first year of the old four-year degree course to the second year of the same course. The relevant statistics in this respect are given in the following table:

Expenditure No. 44 - Transfer Rate from Secondary to Collegiate Education

(In hundreds)

Year	Enrolment in Class X	Enrolment in Class XI (including PUC)	Enrolment in the first year of the old four-year degree course.	Total enrolment in class XI in the first year of the old four-year degree	Total enrolment in the first year of the old four-year degree course and second year of the old four-year degree course	Transfer rate from class X to class XI and first year of the old four-year degree course to the first year of the three year degree course.	Transfer rate from Class XI and first year of the old four-year degree course to the first year of the three year degree course and the second year of the old four-year degree course.
1950-51	77	-	31	31	-	40.2	-
1951-52	100	-	31	31	-	31.0	-
1952-53	129	-	39	39	-	26.5	-
1953-54	147	-	51	51	-	32.2	-
1954-55	158	-	50	50	-	27.8	-
1955-56	180	-	48	68	-	34.8	-
1956-57	195	20	56	111	51	52.4	75.0
1957-58	212	55	20	143	52	54.9	46.8
1958-59	265	169	-	169	45	56.1	31.5
1959-60	301	209	-	209	46	68.1	27.2
1960-61	307	245	-	245	72	67.5	34.4
1961-62	363	-	-	-	-	-	-
1962-63	-	-	-	-	-	-	-

ANNEXURE XVI (a)

Basic information about the Colleges for General Education
in Rajasthan
(1963-64)

S. No.	Name of the College	Total Enrolment.	Average No. of students per teacher	Average cost per student
1	2	3	4	5
<u>1. AJMER</u>				
1.	Govt. College, Ajmer	1640	17	477
2.	S.D. Govt. College, Beawar	647	16	561
3.	Govt. College, Kishangarh	261	10	781
4.	Dayanand College, Ajmer	309	13	733
5.	Savtri Girls College, Ajmer	324	16	405
6.	Sophia College (Girls), Ajmer	129	8	546
<u>2. ALWAR</u>				
7.	R.R. College, Alwar	1251	23	293
<u>3. BHARATPUR</u>				
8.	H.S.J. College, Bharatpur	931	20	345
9.	Govt. College Dholpur	105	3	793
<u>4. JAIPUR</u>				
10.	Govt. College Dausa	205	10	535
11.	Seth R.L. Saharia College, Kaladera.	317	13	535
12.	Govt. College, Kotputli	207	13	366
13.	Maharaja's College, Jaipur	1669	17	433
14.	Maharani's College, Jaipur	1472	16	424
15.	University Arts College, Jaipur	764	14	594
16.	Agarwal College, Jaipur	741	30	134
17.	S.S. Jain Subodh College, Jaipur	133	15	349
18.	S.S.G. Pareek College, Jaipur	425	30	202
19.	Bharat Sewak Samaj Evening College, Jaipur	149	3	136
<u>5. JHUNJHUNU</u>				
20.	Seth Moti Lal College, Jhunjhunu	354	20	317
21.	Chirawa College, Chirawa	233	12	494
22.	S.S. College, Mukandgarh	297	14	317
23.	G.V. Poddar College, Nawalgarh	438	16	452
24.	Birla Arts College, Pilani	37	4	2739
25.	Birla Science & Commerce College, Pilani	498	7	1359
<u>6. SIKAR</u>				
26.	Shri Kalayan College, Sikar	360	12	598
27.	Chamaria College, Patchpur	121	8	519
28.	Ruia College, Ramgarh	163	11	495

1	2	3	4	5
<u>7. Sawai Madhopur</u>				
29.	Govt. College, Karauli	211	13	512
<u>8. Tonk</u>				
30.	Govt. College, Tonk	131	6	330
31.	Banasthali Vidyapeeth, Banasthali	171	4	1592
<u>9. Bikaner</u>				
32.	Dungar College, Bikaner	915	14	442
33.	M.S. Girls College, Bikaner	265	10	339
34.	B.J.S.R. Jain College, Bikaner	256	20	417
<u>10. Churu</u>				
35.	Lohia College, Churu	475	33	491
36.	Seth Budhmal Dungar College Sardar shahr	190	10	593
<u>11. Ganganagar</u>				
37.	Govt. College, Ganganagar	538	13	443
38.	B.R.G. Govt. Girls College Shri Ganganagar	178	12	555
39.	Khalsa College, Ganganagar	241	16	540
<u>12. Jodhpur</u>				
40.	Kamala Nehru Hall of Women	517	15	360
<u>13. Nagaur</u>				
41.	Bangar College, Didwana	342	14	477
<u>14. Pali</u>				
42.	Bangar College, Pali	66	5	1193
43.	S.P.U. Degree College, Phalna	162	16	524
<u>15. Sirohi</u>				
44.	Govt. Girls Sirohi	317	11	654
<u>16. Kota</u>				
45.	Govt. College, Kota	1327	20	404
46.	G.D.B. Girls College, Kota	290	12	259
<u>17. Bundi</u>				
47.	Govt. College, Bundi	227	3	
<u>18. Jhalawar</u>				
48.	Govt. College, Jhalawar	225	12	591
<u>19. Banswara</u>				
49.	Govt. College, Banswara	149	6	1144
<u>20. Bhilwara</u>				
50.	Govt. College, Bhilwara	625	23	536
<u>21. Chittorgarh</u>				
51.	Govt. College, Chittorgarh	223	13	427
<u>22. Dungarpur</u>				
52.	Govt. College, Dungarpur	72	7	888
<u>23. Udaipur</u>				
53.	M.B. College, Udaipur	1407	15	464
54.	S.M.B. College, Nathadwara	89	3	749
55.	Mira Girls College, Udaipur	277	9	667
56.	Bhopal Nobles College, Udaipur	201	9	663
57.	Shreemati College, Udaipur	241	9	285

ANNEXURE NO. XVI.-(b)I

Distribution of colleges for general education according to enrolment and average number of students per teacher

Average No. of students per teacher and	Enrolment						Total
	Below 100	100-200	200-300	300-500	500-1000	Above 1000	
5 & below	2	1	-	-	-	-	3
6-10	2	7	7	1	-	-	17
11-15	-	3	7	4	3	2	19
16-20	-	1	2	3	4	3	13
21-30	-	-	-	1	2	1	4
30 and above	-	-	-	1	-	-	1
Total	4	12	16	10	9	6	57

ANNEXURE No. XI-(b) II

Distribution of colleges in general education according to an average number of students per teacher and annual cost per pupil

Average annual cost per student	Average number of student per teacher						Total
	Below 5	6-10	11-15	16-20	21-30	30 and above	
Below Rs. 300	-	2	1	-	3	-	6
300-400	-	-	4	2	-	-	6
400-500	-	-	6	3	-	1	15
500-600	-	4	6	3	1	-	14
600-700	-	3	1	-	-	-	4
700-800	-	3	1	-	-	-	4
800-900	-	3	-	-	-	-	3
900-1000	-	-	-	-	-	-	-
Above 1000	3	2	-	-	-	-	5
Total	3	17	19	13	4	1	57

ANNEXURE No. XVI(b)-III

Distribution of colleges in general education
according to enrolment and average annual cost
per student

Average annual cost per student	Enrolment						Total
	Below 100	100- 200	200- 300	300- 500	500- 1000	Above 1000	
Below Rs. 300	-	1	2	1	1	1	6
Rs. 300-400	-	1	2	1	2	-	6
Rs. 400-500	-	1	5	4	-	5	15
Rs. 500-600	-	4	3	2	5	-	14
Rs. 600-700	-	1	2	1	-	-	4
Rs. 700-800	1	1	1	-	1	-	4
Rs. 800-900	1	1	1	-	-	-	3
Rs. 900-1000	-	-	-	-	-	-	-
Above 1000	2	2	-	1	-	-	5
Total	4	12	16	10	9	6	57

ANNEXURE XVII

Districtwise percentage of population of Scheduled Caste and Scheduled Tribes to total population in Rajasthan (1961)

Name of the District	Percentage of		
	Scheduled Caste population to total population	Scheduled Tribes population to total population	Total Population of Scheduled Caste & Scheduled Tribes to total population of the State
1. Ajmer	17.9	1.6	19.6
2. Alwar	17.3	8.1	25.9
3. Bharatpur	21.4	2.3	24.2
4. Jaipur	17.0	11.5	23.5
5. Jhunjhunu	13.3	1.6	15.4
6. Sawai Madhopur	22.3	22.2	44.5
7. Sikar	14.0	2.5	16.5
8. Tonk	21.2	11.5	32.7
9. Bikaner	14.3	0.2	15.0
10. Churu	18.1	0.5	18.6
11. Ganganagar	23.7	0.2	23.9
12. Barmer	6.5	5.4	11.9
13. Jalore	16.6	3.0	24.6
14. Jaisalmer	13.4	3.2	16.6
15. Jodhpur	12.7	2.0	14.7
16. Nagaur	17.5	0.3	17.3
17. Pali	17.9	4.7	22.6
18. Sirchi	19.0	21.0	40.0
19. Kota	18.1	14.7	32.8
20. Bundi	18.3	17.7	36.0
21. Jhalawar	16.9	10.5	37.4
22. Banswara	4.6	62.6	67.2
23. Bhilwara	16.2	9.4	25.6
24. Chittorgarh	20.5	21.9	42.4
25. Durgamgarh	4.6	60.1	64.7
26. Udaipur	3.7	23.6	37.3
Total for the State as a whole	16.7	11.5	23.2

ANNEXURE XVIII

THE STATE BOARD OF TEACHER EDUCATION

In the days to come, the pre-service and inservice training of teachers will be the most significant function to be undertaken by the State Education Departments. In addition, the Department will also have to organise programmes of in-service education for its own employees on the administrative and the supervisory side. It is to look after these programmes that the State Institute of Education has been mainly created.

2. The object of this note is to suggest a manner in which the State Institute of Education could develop an intensive and integrated programme of teacher education. The proposals made here are broadly based on the lines of the Area Training Authorities in England, the main difference being that, while the Area Training Authorities in England are built round a University as a centre, the programme outlined here is built up with the entire State as a unit and under the auspices of the State Institute of Education.

3. It is suggested that the State Government should establish a State Board of Teacher Education. This may be constituted, in the first instance, by executive orders. Later on, a statutory basis may be given to it, if necessary. The composition of the Board should be on the following lines :-

- (i) The Director of Education - Chairman
- (ii) The Principal of the State
Institute of Education - Vice-Chairman

- (iii) Some representatives of Training Colleges and of University Departments of Education in the State.
- (iv) Some Principals of Training Institutions for Elementary and Pre-primary School Teachers.
- (v) Some non-official educationists.
- (vi) A senior officer of the State Institute of Education - Member-Secretary

All the members of the Board would be nominated.

It will be seen that this type of a composition brings together all the interests concerned in the development of teacher education. Today, our main weakness is that the training of teachers at different levels is run in water-tight and isolated compartments. This isolation will be done away with under this programme and an integrated body which has experience of all levels of teacher education would have been brought into existence.

4. The functions of the Board would be broadly on the following lines :

- (i) To prescribe standards which every training institution in the State to fulfil;
- (ii) To prescribe curricula for training institutions for teachers;
- (iii) To arrange for inspections of training institutions for teachers and to grant recognition to them;
- (iv) To hold examinations at the end of prescribed courses for teacher education and to grant certificates or diplomas;
- (v) To advise the Department on programmes of in-service education for teachers; and
- (vi) To prepare plans and programmes for the development of teacher education in the State quantitatively and qualitatively.

5. The Board will begin to function for the training of elementary school teachers only in

the first instance. But later on, its functions may be extended to the training of secondary and other specialised teachers as well.

6. It will be seen that the main advantage of such an organisation is to create an integrated agency for the development of teacher education. For instance, this Board (with the State Institute of Education as its executive wing) will prepare plans for the quantitative and qualitative development of teacher education, lay down conditions for recognition of training institutions, inspect training institutions from time to time, prescribe courses and curricula, hold examinations and award certificates or diplomas, provide in-service education programmes to the teacher educators and produce the necessary literature needed for the pre-service and in-service education of teachers. Such an agency is badly needed in the present situation where underqualified and stagnating teachers are the biggest hurdle to progress.

Annexure 10. (A) - Total Finance required for Educational Development (in lakhs) (1975-76 to 1980-81)

Stage	Expected enrolment (in lakhs)	Average cost per pupil (in Rs.)	Estimated Expenditure (in lakhs)	Estimated Expenditure (in Rs.)	Estimated Expenditure (in lakhs)	Estimated Expenditure (in Rs.)
1. Primary	18.60	30.00	42.00	50.00	60	13.50
2. Middle	4.00	7.00	12.00	18.00	100	5.60
(1) Full-time	-	1.00	2.00	3.00	40	0.20
(2) Part-time	0.08	0.156	0.25	0.30	1000	1.25
3. Elementary Teacher Training	-	-	-	-	-	-
4. High/Higher Secondary	1.63	2.90	5.40	8.00	300	4.10
(a) General	-	0.20	0.50	1.00	100	0.12
(i) Full-time	0.05	0.30	1.00	2.00	500	0.90
(ii) Part-time	-	-	-	-	-	-
(b) Vocational (excluding Teacher Training)	0.01	0.022	0.025	0.03	1500	0.24
5. Secondary School Teacher Training	-	-	-	-	-	-
6. Collegiate	0.24	0.30	0.60	1.20	1000	2.75
(a) General	-	0.05	0.10	0.25	400	0.05
(i) Full-time	0.10	0.20	0.40	0.60	1500	2.60
(ii) Part-time	-	-	-	-	-	-
(b) Professional	-	-	-	-	-	-
7. All other Educational Programmes	-	-	-	-	-	-
(i) Direction & Inspection	-	-	-	-	-	-
(ii) recurring expenditure	-	-	-	-	-	-
(iii) non-recurring (Buildings)	-	-	-	-	-	-
Grand Total	-	-	-	-	21.70	45.00
Average cost per head of population	-	16.3	27.8	41.0	-	-

Total outlay and expenditure for the Fifth Five Year Plan
(Rs. in lakhs)

Name of the Head	First Plan Expenditure (1951-56) (actuals)	Second Plan (1956-61) Outlay (actuals)	Third Plan (1961-66) Original Core Likely Expendi- ture.	Fourth Plan (1966-71) Tentative outlay (proposed)
1. Elementary	228.76	418.41	1046.75	1760.72
Percentage to total	(55.9)	(39.6)	(49.6) (46.3)	(41.3)
2. Secondary	125.84	387.86	375.00	950.58
Percentage to total	(30.7)	(36.7)	(17.8) (20.2)	(22.5)
3. University	12.80	76.22	243.25	568.90
Percentage to total	(3.1)	(7.2)	(11.5) (16.7)	(13.3)
4. Other Educational Programmes (including Cultural Programmes)	19.06	92.61	113.50	428.70
Percentage to total	(4.7)	(8.8)	(5.4) (5.7)	(10.8)
5. Technical Education	23.08	81.15	331.50	515.00
Percentage to total	(5.6)	(7.7)	(15.7) (11.1)	(12.1)
Grand Total	409.54	1056.25	2110.00	4253.00
			2000.00	1907.28

Source: Department of Education, Rajas'

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S T A T I S T I C A L T A B L E S

Table No. 1-I: Total Population of the State according to Age-groups (in thousands)

Age-group	1961		1966		1971		1976		1981	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0-2	1,135	1,083	1,344	1,251	1,504	1,333	1,595	1,474	1,549	1,427
3-5	966	908	1,145	1,048	1,232	1,163	1,359	1,236	1,319	1,196
Sub-Total(0-5)	2,101	1,991	2,489	2,299	2,736	2,551	2,954	2,710	2,868	2,623
6	299	281	360	335	425	384	466	424	493	446
7	290	273	345	322	410	373	460	416	489	443
8	281	264	332	310	396	363	452	408	484	438
9	272	255	319	298	382	352	442	398	478	433
10	263	247	307	288	369	341	432	389	471	426
Sub-Total (6-10)	1,405	1,320	1,663	1,553	1,982	1,813	2,252	2,035	2,415	2,186
11	255	238	296	277	356	330	420	379	464	419
12	247	230	286	268	342	313	407	369	456	412
13	240	221	277	259	329	307	394	358	446	403
Sub-Total (11-13)	742	689	859	804	1,027	955	1,221	1,106	1,366	1,234
14	233	213	268	250	317	296	380	347	437	394
15	226	206	260	242	305	285	367	337	427	385
16	219	198	252	234	293	273	352	325	416	374
Sub-Total (14-16)	673	617	780	726	915	854	1,099	1,009	1,280	1,153
17	213	191	245	227	282	263	338	314	405	364
18	203	184	237	218	273	254	326	303	391	354
19	202	178	230	209	265	246	313	291	377	343
20	196	171	223	201	256	237	301	280	363	331
21	191	166	216	193	248	229	299	268	348	320
22	185	162	210	186	241	222	278	258	334	309
Sub-Total (17-22)	1,195	1,052	1,361	1,234	1,565	1,451	1,845	1,714	2,218	2,021
23 to 44	2,961	2,841	3,359	2,939	3,307	3,341	4,350	3,848	5,022	4,501
45 to 59	1,037	864	1,132	993	1,358	1,162	1,580	1,381	1,835	1,603
60 and above	445	418	539	486	671	584	833	716	1,019	875
Grand Total	10,564	9,592	12,223	11,034	14,111	12,711	16,134	14,519	18,023	16,196

* The break ups of age-groups between 0-2 and 3-5 have not been supplied by Registrar General of Census as in 1961 Census. Source- Registrar General of Census Govt. of India.

Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	201	33	237	172	37	199	143	23	140	319	36	305
1951-52	238	37	275	191	35	226	152	25	187	391	97	688
1952-53	311	42	353	225	25	250	174	18	192	710	85	795
1953-54	340	41	381	262	21	283	204	13	217	806	75	881
1954-55	352	51	403	269	33	302	228	28	256	849	112	961
1955-56	407	49	456	318	35	353	234	30	264	933	114	1073
Average annual increase	15.1	6.2	14.0	13.1	5.3	12.1	9.8	5.0	9.2	13.1	5.7	12.1
1956-57	453	59	512	397	47	444	316	34	350	1156	140	1306
1957-58	485	73	558	410	54	464	325	45	370	1220	172	1392
1958-59	583	81	664	445	65	510	372	45	417	1400	191	1591
1959-60	681	98	779	540	73	613	427	53	480	1648	224	1872
1960-61	747	127	874	582	83	677	458	61	519	1794	276	2070

AVG ANNUAL INCREASE

12.9	21.0	14.0	13.1	7.9	11.0	10.7	4.6	10.3	10.5	10.1	10.1	10.1
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Table No. 43 (1961-62 to 1980-81)

Year	Class VI			Class VII			Class VIII			Total (VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1971-72	2420	840	3260	1840	640	2480	1680	560	2160	5860	2040	7900
1972-73	2640	920	3570	2040	720	2760	1840	630	2470	6520	2280	8800
1973-74	2360	1020	3880	2280	800	3060	2040	700	2740	7180	2520	9700
1974-75	3080	1110	4190	2500	880	3380	2260	770	3030	7840	2760	10600
1975-76	3300	1200	4500	2700	950	3650	2500	850	3350	8500	3000	11500
Average annual increase	8.4	9.3	8.7	11.0	11.1	11.1	12.3	11.6	12.1	10.4	14.2	11.4
1976-77	3500	1450	4950	3000	1200	4200	2700	950	3650	9200	3600	12800
1977-78	3700	1550	5350	3240	1370	4610	2960	1180	4140	9900	4200	14100
1978-79	3900	1860	5760	3480	1580	5060	3220	1360	4580	10600	4800	15400
1979-80	4100	2080	6180	3740	1790	5530	3460	1530	4990	11300	5400	16700
1980-81	4300	2300	6600	4000	2000	6000	3700	1700	5400	12000	6000	18000
Average annual increase	5.4	13.9	7.9	8.1	16.1	10.5	8.1	15.0	10.0	10.5	15.0	11.9

Table No. A-4 Classwise enrolment at High/Higher Secondary School stage in Rajasthan
(1950-51 to 1960-61)

Year	Class IX		Class X		Class XI (including PUC)		Total Class IX-XI (including PUC)		(In '00)
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1950-51	89	10	67	10	-	-	156	20	176
1951-52	120	13	91	9	-	-	211	22	233
1952-53	142	15	118	11	-	-	260	26	286
1953-54	157	12	137	10	-	-	294	22	316
1954-55	154	13	146	12	-	-	300	25	325
1955-56	159	18	168	12	-	-	367	30	397
Average annual increase	17.5	12.5	16.9	20.2	3.7	18.5	-	-	-
1956-57	223	20	248	131	14	195	409	34	443
1957-58	256	25	281	190	22	212	465	48	513
1958-59	304	30	334	243	22	265	600	54	654
1959-60	343	34	377	275	26	301	729	72	801
1960-61	352	37	389	280	27	307	782	83	865
Average annual increase	12.0	15.5	12.2	10.8	17.5	11.3	-	-	-

contd.....

Classwise enrollment at 1949-50 and 1950-51
(1950-51 to 1960-61)

Year	Class IV		Class V		Class VI (Including PUC)		Total Class IX-I (Including PUC)					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1971-72	1180	240	1420	1025	200	1225	795	160	955	3000	600	3600
1972-73	1360	280	1640	1180	240	1420	960	180	1140	3500	700	4200
1973-74	1540	320	1860	1335	280	1615	1125	200	1325	4000	800	4800
1974-75	1720	360	2080	1490	320	1810	1290	220	1510	4500	900	5400
1975-76	1900	400	2300	1650	350	2000	1450	250	1700	5000	1000	6000
Average annual increase	13.7	15.0	14.0	13.7	14.8	13.2	18.2	15.8	17.8	15.0	15.0	15.0
1976-77	2020	480	2500	1790	400	2190	1590	320	1910	5400	1200	6600
1977-78	2140	560	2700	1930	460	2390	1730	380	2110	5800	1400	7200
1978-79	2260	640	2900	2070	520	2590	1870	440	2310	6200	1600	7800
1979-80	2380	720	3100	2210	580	2790	2010	500	2510	6600	1800	8400
1980-81	2500	800	3300	2350	650	3000	2150	550	2700	7000	2000	9000
Average annual increase	5.4	15.0	7.4	7.4	13.2	8.4	8.6	17.2	9.9	7.0	15.0	8.4

Table No.B-1 Statistics of Primary School Education
in Rajasthan
(1950-51 to 1980-81)

Item	Years						
	1950-51	1955-56	1960-61	1965-66 (Estima- tes)	1970-71 (Pro- jections)	1975-76 (Pro- jections)	1980-81 (Pro- jections)
1.	2.	3.	4.	5.	6.	7.	8.
Number of Schools	4,336	8,186	14,548	18,600	-	-	-
Enrolment (I-V)							
(i) Boys	275,353	438,864	898,042	1450,250	2100,000	2600,000	3000,000
(ii) Girls	54,852	97,648	215,460	409,750	900,000	1600,000	2200,000
(iii) Total	330,205	536,512	1114,502	1860,000	3000,000	4200,000	5200,000
Percentage increase in enrolment in the Plan period							
(i) Boys		59.4	104.9	61.3	44.8	23.8	7.7
(ii) Girls		78.0	120.7	90.2	119.6	77.8	37.5
(iii) Total		62.5	107.7	66.9	61.3	40.0	19.6
Average annual increase in enrolment							
(i) Boys		9.7	18.4	10.0	7.6	4.4	1.5
(ii) Girls		12.5	17.1	13.7	17.1	12.2	3.3
(iii) Total		10.2	15.7	10.8	10.0	7.1	3.5
Number of Teachers							
(i) Male	7,728	13,108	25,590	38,400			
(ii) Female	1,005	1,625	2,912	4,000			
(iii) Total	8,733	14,733	28,502	42,400			
Percentage of Trained Teachers							
(i) Male	28.7	38.8	51.3	77.5			
(ii) Female	41.3	49.9	45.8	60.0			
(iii) Total	30.2	40.0	60.0	75.0			
Average number of students per teacher	26	27	31	37			
Total Direct expenditure (in lakhs)	84.30	130.79	293.97	608.0			
Average annual increase in expenditure in the Plan period		9.1	18.4	15.6			
Average cost per pupil (Rs.)	36.8	33.00	33.3	38.2			
Average annual salary per teacher (Rs.)	640	689	924	1300			
Percentage of teacher cost to total Direct exp.	86.4	85.0	89.5	90.0			
Percentage of public expenditure	91.3	93.0	96.3	97.0			

Number of Schools	4,336	8,186	14,548	18,600	-	-	-
Enrolment (I-V)							
(i) Boys	275,353	438,864	898,042	1450,250	2100,000	2600,000	3000,000
(ii) Girls	54,852	97,648	215,460	409,750	900,000	1600,000	2400,000
(iii) Total	330,205	536,512	1114,502	1860,000	3000,000	4200,000	5400,000
Percentage increase in enrolment in the Plan period							
(i) Boys		59.4	104.9	61.3	44.8	23.8	7.7
(ii) Girls		78.0	120.7	90.2	119.6	77.8	37.5
(iii) Total		62.5	107.7	66.9	61.3	40.0	18.0
Average annual increase in enrolment							
(i) Boys		9.7	15.4	10.0	7.6	4.4	1.3
(ii) Girls		12.5	17.1	13.7	17.1	12.2	3.4
(iii) Total		10.2	15.7	10.8	10.0	7.1	3.5
Number of Teachers							
(i) Male	7,728	13,108	25,590	38,400			
(ii) Female	1,005	1,625	2,912	4,000			
(iii) Total	8,733	14,733	28,502	42,400			
Percentage of Trained Teachers							
(i) Male	28.7	38.8	51.3	77.5			
(ii) Female	41.3	49.9	45.8	60.0			
(iii) Total	30.2	40.0	60.0	75.0			
Average number of students per teacher	26	27	31	37			
Total Direct expenditure (in lakhs)	84.30	130.79	293.97	608.0			
Average annual increase in expenditure in the Plan period		9.1	18.4	15.6			
Average cost per pupil (Rs.)	36.8	33.00	33.3	38.2			
Average annual salary per teacher (Rs.)	640	689	924	1300			
Percentage of teacher cost to total Direct exp.	86.4	85.0	89.5	90.0			
Percentage of public expenditure to total exp.	91.3	93.0	96.3	97.0			

Note: Projections have been done for enrolment only.
 1999: Education Department, Rajasthan.

Table No.B.2 - Statistics of Middle School Education in Rajasthan
(1950-51 to 1980-81)

Item 1	Years						
	2 1950-51	3 1955-56	4 1960-61	5 1965-66 (Estimates)	6 1970-71 (Pro- jections)	7 1975-76 (Proiec tions)	8 1980-81 (Pro- jections)
1. Number of schools	732	907	1416	1757	-	-	-
2. Enrolment (VI-VIII)							
(i) Boys	51,873	95,861	1,79,499	3,20,350	5,20,000	8,50,000	14,00,000
(ii) Girls	8,622	11,405	27,571	79,650	1,80,000	3,50,000	7,00,000
(iii) Total	60,495	107,266	2,07,070	4,00,000	7,00,000	12,00,000	21,00,000
3. Percentage increase in enrolment in the Plan period							
(i) Boys		84.8	87.2	78.4	62.3	63.5	64.7
(ii) Girls		32.2	141.7	188.0	126.0	94.4	100.0
(iii) Total		77.3	93.0	93.3	75.0	71.4	75.0
4. Average annual increase in enrolment							
(i) Boys		13.1	13.3	12.3	10.2	10.4	10.5
(ii) Girls		5.7	18.2	23.7	17.7	14.2	15.0
(iii) Total		12.1	14.1	14.1	11.9	11.4	11.9
5. Number of teachers							
(i) Male	5,570	7,122	11,375	14,532			
(ii) Female	916	1,357	2,261	2,968			
(iii) Total	6,486	8,479	13,636	17,500			
6. Percentage of trained teachers							
(i) Male	35.2	40.6	51.6	70.5			
(ii) Female	28.0	40.0	43.5	60.0			
(iii) Total	34.2	40.5	50.3	70.0			
7. Average number of students per teacher	18	20	23	28			
8. Total direct expenditure (Rs. in lakhs)	48.54	89.42	178.00	330.30			
9. Average annual increase in expenditure in Plan period		13.0	14.8	13.2			

	2	3	4	5	6	7
Average cost per pupil (Rs)	42.4	51.5	56.3	66.00		
Average annual salary per teacher (Rs)	500	768	1122	1602		
Percentage of teacher cost to total direct expenditure	66.8	72.8	85.9	86.0		
Percentage of public expenditure to total expenditure	89.5	89.8	90.3	90.5		

Note:- Projections have been done for enrolment only.

Source:- Education Department, Rajasthan.

Table No. B-3 - Statistics of Elementary Teacher Training
Schools in Rajasthan (1950-51 to 1980-81)

Item	Years						
	1950-51	1955-56	1960-61	1965-66 (Estimates)	1970-71 (Projections)	1975-76 (Projections)	1980-81 (Projections)
1. Number of Schools	15	13	55	69	104	125	150
2. Enrolment							
(i) Boys	982	1015	6031	6120			
(ii) Girls	293	162	547	1830			
(iii) Total	1275	1177	6578	7950	15600	25000	30000
3. Number of Teachers							
(i) Male	88	112	488	500			
(ii) Female	25	22	24	160			
(iii) Total	113	134	512	660			
4. Average number of students per teacher	12	9	12	12			
5. Total Direct Expenditure (Rs. in lakhs)	4.02	6.15	32.36	45.11			
6. Average cost per pupil (Rs.)	315.10	522.6	501.2	576.1			
7. Average annual salary per teacher (Rs.)	1941	2360	3300	3400			
8. Percentage of teacher cost to total expenditure.	54.2	56.6	40.0	50.0			
9. Percentage of public expdr. to total expdr.	98.2	100.0	93.7	85.0			

Source:- Education Department,
Rajasthan.

Table No. B-4 Statistics of High/Higer Secondary
School Education in Rajasthan
(1950-51 to 1980-81)

Item	Years						
	1950-51:	1955-56:	1960-61:	1965-66 :	1970-71 :	1975-76 :	1980-81 :
				(Estimates)	(Projections)	(Projections)	(Projections)
1. Number of Schools	185	273	537	728			
2. Enrolment (IX-XI Including PUC)							
(i) Boys	15,641	36,712	78,197	1,43,450	2,50,000	5,00,000	7,00,000
(ii) Girls	2,020	2,996	8,272	19,550	50,000	1,00,000	2,00,000
(iii) Total	17,661	39,708	86,469	1,63,000	3,00,000	6,00,000	9,00,000
3. Percentage increase in enrolment in the Plan period:							
(i) Boys		134.7	113.0	83.4	74.2	100.0	
(ii) Girls		48.3	176.1	136.3	155.7	100.0	
(iii) Total		124.8	117.8	88.5	84.0	100.0	
4. Average annual increase in enrolment:							
(i) Boys		18.6	16.3	12.9	11.8	15.0	
(ii) Girls		8.2	22.7	18.8	20.6	15.0	
(iii) Total		17.6	16.9	13.5	12.9	15.0	
5. Number of teachers:							
(i) Male	3,133	4,311	8,366	10,807			
(ii) Female	234	150	1,156	1,593			
(iii) Total	3,367	4,461	9,522	12,400			
6. Percentage of trained teachers							
(i) Male	35.5	39.0	43.9	61.4			
(ii) Female	51.7	51.0	42.4	52.0			
(iii) Total	36.6	39.5	43.7	60.0			
7. Average number of students per teacher	18	23	21	25			
8. Total Direct Expenditure (In lakhs)	79.46	101.03	247.05	410.20			
9. Average annual increase in expenditure in Plan period		4.9	19.6	10.7			
10. Average cost per pupil (Rs)	133.3	95.6	124.2	130.0			
11. Average annual salary per teacher (Rs)	1287	1489	1865	2645			
12. Percentage of teacher cost to total Direct Expenditure	54.5	65.7	71.8	80.0			
13. Percentage of Public Expenditure to total expenditure							

1. Number of Schools	185	273	537	728		
2. Enrolment (IX-XI Including FUC)						
(i) Boys	15,641	36,712	78,197	1,43,450	2,50,000	5,00,000
(ii) Girls	2,020	2,996	8,272	19,550	50,000	1,00,000
(iii) Total	17,661	39,708	86,469	1,63,000	3,00,000	6,00,000
3. Percentage increase in enrolment in the Plan period:						
(i) Boys		134.7	113.0	83.4	74.2	100.0
(ii) Girls		48.3	176.1	136.3	155.7	100.0
(iii) Total		124.8	117.8	88.5	84.0	100.0
4. Average annual increase in enrolment:						
(i) Boys		18.6	15.3	12.9	11.8	15.0
(ii) Girls		8.2	22.7	18.8	20.6	15.0
(iii) Total		17.6	16.9	13.5	12.9	15.0
5. Number of teachers:						
(i) Male	3,133	4,311	8,366	10,807		
(ii) Female	234	150	1,156	1,593		
(iii) Total	3,367	4,461	9,522	12,400		
6. Percentage of trained teachers						
(i) Male	35.5	39.0	43.9	61.4		
(ii) Female	51.7	51.0	42.4	52.0		
(iii) Total	36.6	39.5	43.7	60.0		
7. Average number of students per teacher	18	23	21	25		
8. Total Direct Expenditure (In lakhs)	79.46	101.03	247.05	410.20		
9. Average annual increase in expenditure in Plan period		4.9	19.6	10.7		
10. Average cost per pupil (Rs)	133.3	95.6	124.2	130.0		
11. Average annual salary per teacher (Rs)	1287	1489	1865	2645		
12. Percentage of teacher cost to total Direct Expenditure	54.5	65.7	71.8	80.0		
13. Percentage of Public Expenditure to total expenditure	71.5	78.0	84.6	85.0		

Note: Projections have been made for enrolment only. Source: Education Department

Table No.B-5 - Statistics of Secondary Teacher Training Colleges in Rajasthan (1950-51 to 1980-81)

Item	Years						
	1950-51	1955-56	1960-61	1965-66	1970-71	1975-76	1980-81
				(Estimates)	(Project-ions)	(Project-ions)	(Project-ions)
1. Number of Schools	2	3	4	8	12	13	15
2. Enrolment:							
(i) Boys	135	286	441	840			
(ii) Girls	20	25	62	120			
(iii) Total	155	311	503	960	2,200	2,500	3,000
3. Number of Teachers							
(i) Male	14	45	56	105			
(ii) Female	-	2	4	15			
(iii) Total	14	47	60	120			
4. Average No. of students per teacher	11	8	10	9			
5. Total Direct Expenditure (Rs in lakhs)	1.22	1.90	5.72	10.10			
6. Average Cost per pupil	612.0	493.3	883.9	937.9			
7. Average salary per teacher	4745	2335	3860	4209			
8. Percentage of teacher cost to total expenditure	54.8	57.6	40.5	50.0			
9. Percentage of public expenditure to total expenditure	41.6	68.9	78.9	80.0			

Source: Education Department, Rajasthan.

N.B: At the secondary stage, we do not need many 'places' for inservice programme. It is felt that the State may have one or two training colleges for some special programmes of in-service education that need such provision.

Table No. B-6 : Statistics of Schools for Professional Education (Excluding Teacher Training)

Items	1950-51	1955-56	1960-61	1965-66 (Esti- mates)	1970-71 (Pro- jections)	1975-76 (Pro- jections)	1980-81 (Pro- jections)
1. Number of Schools	-	6	13	23			
2. Enrolment:							
(i) Boys	-	798	2388	4780			
(ii) Girls	-	-	21	75			
(iii) Total	-	798	2409	4855			
3. Number of Teachers:							
(a) Male	-	66	272	495			
(b) Female	-	-	-	-			
(c) Total	-	66	272	495			
4. Average number of students per teacher	-	7	8	9			
5. Total direct expenditure (Rs. in lakhs)	-	2.59	16.61	29.20			
6. Average cost per pupil (Rs.)	-	526.4	701.1	751.2			
7. Average salary per teacher	-	1924	2610	3000			
8. P.c. of teacher costs to total exp.	-	41.2	42.8	50.0			
9. P.c. of public exp. to total expenditure	-	93.4	90.6	93.0			

Source: Education Department, Rajasthan.

Table No. B-7 - Statistics of Colleges for General Education
in Rajasthan (1950-51 to 1965-66)

Item	Years			
	1950-51	1955-56	1960-61	1965-66 (Estimates)
1. Number of Colleges	27	52	53	60
2. Enrolment at University stage				
(i) Boys	5,980	11,916	9,882	16,100
(ii) Girls	566	1,851	2,448	4,635
(iii) Total	6,505	13,767	12,340	20,735
3. Percentage increase in enrolment in plan period				
(i) Boys		61.1	(-) 17.0	62.7
(ii) Girls		227.3	32.2	89.3
(iii) Total		111.6	(-) 10.4	68.0
4. Average annual increase in plan period				
(i) Boys		13.6		10.3
(ii) Girls		26.8		13.7
(iii) Total		16.1	*	11.0
5. Number of Teachers				
(i) Male	645	1186	1,524	1,672
(ii) Female	73	188	263	288
(iii) Total	718	1374	1,787	1,960
6. Average number of students per teacher	20	23	16	17
7. Total Direct expdr. (Rs. in lakhs)	34.88	66.42	106.98	163.82
8. Average annual increase in expdr.		13.7	10.0	8.9
9. Average cost per pupil (Rs.)	235.0	213.0	365.0	480.0
10. Average annual salary per teacher	3,017	3,061	3,564	4,500
11. Percentage of teacher cost to total expdr.	66.2	63.3	59.5	54.0
12. Percentage of public expdr. to total expdr.	73.5	66.7	67.1	73.0

Source:- Education Department,
Rajasthan.

* It will be seen that the enrolment in 1960-61 has decreased from 1955-56. This is merely due to transfer of Ist. year class of old Four-year course to school stage (in class XI or PUC). If this enrolment is added (which stood at 16,900 in 1960-61), the average annual increase in enrolment during second plan comes to 16.2 per cent.

Table No. B-8 Statistics of Professional Colleges
(Except Teacher Training) in Rajasthan (1950-51 to 1965-66)

Item	Years			
	1950-51	1955-56	1960-61	1965-66 (Estimates)
1. Number of Colleges	6	19	18	21
2. Enrolment at University stage*				
(a) Boys	3763	7357	9010	12540
(b) Girls	37	99	226	570
(c) Total	3800	7456	9236	13110
3. Percentage in enrolment in Plan period.				
(a) Boys		95.0	22.5	39.1
(b) Girls		167.5	128.2	152.2
(c) Total		96.2	23.8	41.9
4. Average annual increase in enrolment in Plan period.				
(a) Boys		14.3	4.3	6.8
(b) Girls		21.7	18.1	20.2
(c) Total		14.4	4.3	7.3
5. Number of teachers				
(a) Male	133	184	550	725
(b) Female	-	4	10	45
(c) Total	133	188	560	770
6. Average Number of students per teacher.	11	10	10	9
7. Total Direct expenditure (Rs. in lakhs) 7.20		15.80	53.30	93.20
8. Average annual increase in expenditure		17.0	28.2	11.8
9. Average cost per pupil.	478.7	798.7	1023.4	1740.0
10. Average annual salary per teacher.	3439	3825	3916	5000
11. Percentage of teacher cost to total expenditure	57.2	45.5	41.0	41.0
12. Percentage of capital expendi- ture to total expenditure.	54.1	63.9	71.7	75.0

Source: Education Dept., Rajasthan

* The enrolment in the professional colleges given above includes not only the enrolment in professional colleges as such but also the enrolment in professional classes (such as commerce classes or agricultural classes)

Item	1950-51	1955-56	1960-61	1965-66 (Estimates)
1. Number of Colleges	6	14	18	21
2. Enrolment at University stage*				
(a.) Boys	3763	7357	9010	12540
(b.) Girls	37	99	226	570
(c.) Total	3800	7456	9236	13110
3. Percentage in enrolment in Plan period.				
(a.) Boys		95.0	22.5	39.1
(b.) Girls		167.5	128.2	152.2
(c.) Total		96.2	23.8	41.9
4. Average annual increase in enrolment in Plan period.				
(a.) Boys		14.3	4.3	6.8
(b.) Girls		21.7	18.1	20.2
(c.) Total		14.4	4.3	7.3
5. Number of teachers				
(a.) Male	133	184	550	725
(b.) Female	-	4	10	45
(c.) Total	133	188	560	770
6. Average Number of students per teacher.	11	10	10	9
7. Total Direct expenditure (Rs. in lakhs) 7.20		15.80	53.30	93.20
8. Average annual increase in expenditure		17.0	28.2	11.8
9. Average cost per pupil.	478.7	798.7	1023.4	1740.0
10. Average annual salary per teacher.	3439	3825	3916	5000
11. Percentage of teacher cost to total expenditure	57.2	45.5	41.0	41.0
12. Percentage of salary expenditure to total expenditure	54.1	63.9	71.7	75.0

Source: Education Dept. Rajasthan

* The enrolment in the professional colleges given above includes not only the enrolment in professional colleges as such but also the enrolment in professional classes (such as commerce classes or agricultural classes) in Colleges of Arts and Science. But in so far as the statistics 1 to 12 are concerned, these relate only to professional colleges.

Table No. B-9 - Statistics of Special Colleges in Rajasthan
(1950-51 to 1965-66)

Item	Years			
	1950-51	1955-56	1960-61	1965-66 (Estimates)
1. Number of Colleges	5	17	18	24
2. Enrolment at University stage				
(i) Boys	210	552	362	630
(ii) Girls	10	18	19	120
(iii) Total	224	570	381	750
3. Percentage increase in plan period				
(i) Boys		162.8	(-) 35.5	74.0
(ii) Girls		80.0	5.5	530.0
(iii) Total		154.4	(-) 33.2	96.8
4. Average annual increase in plan period				
(i) Boys		21.3		11.7
(ii) Girls		12.5		
(iii) Total		20.5		20.5
5. Number of Teachers				
(i) Male	82	115	223	320
(ii) Female	-	2	2	20
(iii) Total	82	117	225	340
6. Average number of students per teacher	6	18	10	12
7. Total Direct expdr. (Rs. in lakhs)	1.88	3.44	6.68	10.43
8. Average annual increase in plan period		12.8	14.2	9.3
9. Average cost per pupil (Rs.)	405.2	107.0	314.4	251.6
10. Average annual salary per teacher (Rs.)	1,390	2,065	2,054	2,300
11. Percentage of teacher cost to total expdr.	60.6	73.7	70.7	75.0
12. Percentage of public expdr. to total expdr.	46.8	66.8	73.3	80.0

Source:- Education Department,
Rajasthan.

Table No. B-10 - Statistics of Universities in
Rajasthan

Item	Year			
	1950-51	1955-56	1960-61	1965-66 (Estimates)
1. Number of Universities	1	1	1	3
2. Total Enrolment				
(i) Boys	18	500	637	5700
(ii) Girls	2	9	71	920
(iii) Total	20	598	707	6620*
3. Number of Teachers				
(i) Male	7	18	41	512
(ii) Female	-	-	4	50
(iii) Total	7	18	45	562
4. Average Number of Students per teacher	3	33	15	12
5. Total Direct Expenditure (Rs in lakhs)	6.43	9.98	19.94	120.80
6. Average annual salary per teacher (Rs)		6320	7200	5000**
7. Percentage of teacher cost to total expenditure		11.4	17.1	23.3
8. Percentage of Public Expenditure to total expenditure	26.1	32.1	33.0	48.0

Source: Education Department,
Rajasthan.

* A good deal of undergraduate enrolment is included here because of transfer of local colleges to the University of Jodhpur as its teaching departments.

** The fall is due to the inclusion of undergraduate enrolments in Jodhpur University.

Table No. B.11 - Statistics of Pre-Primary Education in Rajasthan
(1950-51 to 1980-81)

Item	Year						
	1950-51	1955-56	1960-61	1965-66 (Estimates)	1970-71 (Projections)	1975-76 (Projections)	1980-81 (Projections)
1. Number of Schools	=	3	15	26	50	100	232
2. Enrolment in Pre-Primary classes							
(i) Boys	347	1576	2046	2550	6000	11000	24000
(ii) Girls	191	686	1301	2000	4000	9000	16000
(iii) Total	538	2262	3347	4550	10000	20000	40000
3. Percentage increase in enrolment in plan period							
(i) Boys		354.17	29.82	24.63			
(ii) Girls		259.16	89.65	53.7			
(iii) Total		320.45	47.96	35.94			
4. Average annual increase in enrolment in plan period							
(i) Boys		35.3	5.4	4.5			
(ii) Girls		29.1	13.7	9.0			
(iii) Total		33.5	8.1	6.3			
5. Number of Teachers							
(i) Male	-	-	6	20			
(ii) Female	-	11	58	80			
(iii) Total	-	11	64	100			
6. Percentage of Trained Teachers							
(i) Male	-	-	50.0	55.0			
(ii) Female	-	-	41.4	45.0			
(iii) Total	-	-	42.2	50.0			
7. Average number of students per teacher	-	20	21	25			
8. Total Direct expenditure (in lakhs)	-	0.37	1.40	2.65			
9. Average annual increase in expenditure	-		26.8	13.6			
10. Average cost per pupil (Rs.)	-	166.7	105.1	114.0			
11. Average annual salary per teacher (Rs.)		976	1225	1400			
12. Percentage of teacher cost to total expenditure	-	46.0	56.6	60.0			
13. Percentage of public expenditure to total expenditure	-	93.0	90.0	93.0			

Table No. B-12: Education of Scheduled
Castes and Scheduled Tribes (1960-61)

Population of Scheduled Castes - 33,59,640
 Percentage to total Population - 16.7
 Population of Scheduled Tribes - 23,09,447
 Percentage to total Population - 11.5

Type of Institution	Enrolment of Scheduled Castes			Enrolment of Scheduled Tribes			Percentage total enrolment to Scheduled Caste & Tribes
	Boys	Girls	Total	Boys	Girls	Total	
<u>A. General Education</u>							
1. Pre-primary	-	-	-	-	-	-	0.0
2. Primary/Jr. Basic	34,528	4,131	38,659	18,822	1,079	19,901	4.4
3. Middle/Sr. Basic	10,445	803	11,248	2,631	150	2,781	3.6
4. Secondary	6,160	176	6,336	1,172	17	1,189	3.2
5. Higher	436	11	147	141	-	141	1.5
<u>Total (A)</u>	<u>51,569</u>	<u>5,121</u>	<u>56,690</u>	<u>22,766</u>	<u>1,246</u>	<u>24,012</u>	<u>4.0</u>
<u>B. Professional Education</u>							
1. Teachers Training	145	-	145	24	-	24	2.0
2. Medicine & Vet. Sc.	39	6	45	2	-	2	2.5
3. Engineering & Technology	18	-	18	2	-	2	0.8
4. Agriculture & Forestry	4	-	4	2	-	2	0.6
5. Commerce	13	-	13	6	-	6	1.2
6. Music, Dancing and Other Fine Arts	1	-	1	1	-	1	0.2
7. Oriental Studies	390	7	397	28	-	28	3.6
8. Technical, Industrial Arts & Crafts	53	-	53	3	-	3	4.6
9. Others	11,657	1,090	12,747	3,899	365	4,264	17.9
<u>Total (B)</u>	<u>12,320</u>	<u>1,103</u>	<u>13,423</u>	<u>3,967</u>	<u>365</u>	<u>4,332</u>	<u>13.8</u>
<u>Grand Total (A & B)</u>							
	63,889	6,224	70,113	26,733	1,611	28,344	4.6

Table No.B-13. Statistics of Schools for Handicapped Children.

Item	Year						
	1949-51	1955-56	1960-61	1965-66 (Esti- mates)	1970-71 (Pro- jections)	1975-76 (Pro- jections)	1980-81 (Pro- jections)
1. Number of Schools	2	2	2	3	2	2	2
2. Enrolment							
(i) Boys	42	63	106	150			
(ii) Girls	-	5	7	10			
(iii) Total	42	68	113	160			
3. Number of Teachers							
(i) Male	6	7	15	20			
(ii) Female	-	-	-	-			
(iii) Total	6	7	15	20			
4. Average number of students per teacher	7	9	8	8			
5. Total Direct expenditure	0.21	0.30	0.41	0.80			
6. Average annual cost per pupil (Rs)	500.0	441.2	362.8	200.0			
7. Average annual salary per teacher (Rs)	1001	1250	1380	1580			
8. Percentage of salary cost to total expenditure	30.0	30.0	50.0	40.0			
9. Percentage of public expenditure to total expenditure	100.0	100.0	100.0	100.0			

Source: Department of Education, Rajasthan.

Table No. B-14 : Growth of Literacy

No.	District	Percentage of Literacy (1951)			Percentage of Literacy (1961)			Growth over 1951 in p.c. of Literacy
		Male	Female	Total	Male	Female	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	Ganganagar	13.4	2.7	8.5	25.4	6.6	16.8	8.3
2.	Bikaner	17.4	4.5	11.2	23.9	11.5	23.2	12.0
3.	Churu	15.5	4.6	10.3	27.5	8.2	18.1	7.8
4.	Jhunjhunu	17.6	3.3	10.6	31.2	5.5	18.7	8.1
5.	Alwar	15.2	2.7	9.3	24.5	4.9	15.2	5.9
6.	Bharatpur	14.8	2.2	9.0	24.3	4.4	15.2	6.2
7.	Sawai Madhopur	11.5	1.1	6.6	21.0	3.1	12.7	6.1
8.	Jaipur	18.3	4.1	11.5	27.5	8.3	18.5	7.0
9.	Sikar	13.6	2.1	7.9	26.3	4.7	15.7	7.8
10.	Ajmer	26.7	9.0	18.2	36.0	13.6	25.3	7.1
11.	Tonk	11.3	2.0	6.8	13.2	3.9	11.4	4.6
12.	Jaisalmer	6.7	0.9	4.1	13.0	2.0	8.1	4.0
13.	Jodhpur	19.5	5.1	13.0	26.9	9.1	18.6	6.0
14.	Nagaur	10.4	1.9	6.3	21.1	4.9	13.3	7.0
15.	Pali	10.7	2.1	6.5	21.9	4.9	13.6	7.1
16.	Barmer	11.3	0.7	6.3	12.5	1.6	7.5	1.2
17.	Jalore	7.1	0.8	4.1	13.6	1.8	7.9	3.8
18.	Sirohi	13.1	2.9	8.1	21.2	6.2	13.9	5.8
19.	Bhilwara	12.0	1.8	7.0	18.1	3.5	11.2	4.2
20.	Udaipur	13.4	2.9	8.2	21.7	5.3	13.7	5.5
21.	Chittorgarh	12.2	1.9	7.1	20.6	3.8	12.4	5.5
22.	Dungarpur	9.0	1.0	5.1	17.3	3.5	10.4	5.3
23.	Banswara	7.7	1.5	4.6	14.0	3.4	8.8	4.2
24.	Bundi	10.2	1.7	6.1	18.9	3.9	11.8	5.7
25.	Kota	19.1	4.7	12.1	29.1	7.8	19.1	7.0
26.	Jhalawar	11.2	2.1	6.8	21.8	4.7	13.6	6.8
Rajasthan		14.4	3.0	8.9	23.7	5.8	15.2	6.3

Table No.B-15: Expenditure on Educational Institutions by object

I t e m	(Rs. in lakhs)				Average annual increase		
	Y e a r s						
	1950-51	1955-56	1960-61	1965-66	Ist	2nd	3rd
				(Estimates)	Plan	Plan	Plan
A. Direct Expenditure	275.91	442.51	994.70	1903.78			
1. Universities	6.43	9.98	19.94	120.80	9.2	14.8	43.3
P.C. to total Exp.	(2.1)	(1.9)	(1.6)	(5.7)			
2. Institutes of university status	-	-	-	36.00	-	-	-
p.c. to total exp.	-	-	-	(1.7)			
3. Boards of Education	3.85	5.05	17.64	27.00	5.5	28.4	3.8
p.c. to total exp.	(1.2)	(1.0)	(1.4)	(1.2)			
4. Arts & Science Colleges	34.88	66.42	106.98	163.82	13.7	10.0	8.9
P.C. to total exp.	(11.2)	(12.7)	(8.4)	(7.5)			
5. Colleges for professional education	8.42	17.70	59.02	102.30	16.0	27.2	11.6
P.C. to total Exp.	(2.7)	(3.4)	(4.7)	(4.7)			
6. Colleges for Spl. Education	1.88	3.44	6.68	10.43	12.8	14.2	9.3
P.C. to total Exp.	(0.6)	(0.6)	(0.5)	(0.5)			
7. High/Higher Secondary schools	79.46	101.03	247.05	410.20	4.9	19.6	10.7
P.C. to total Exp.	(25.5)	(19.4)	(19.5)	(19.0)			
8. Middle Schools	48.54	89.42	177.99	330.30	13.0	14.8	13.2
P.C. to total Exp.	(15.6)	(17.1)	(14.0)	(15.2)			
9. Primary Schools	84.30	130.79	293.97	608.20	9.1	18.4	15.6
P.C. to total Exp.	(27.1)	(25.1)	(23.2)	(28.0)			
10. Pre-primary Schools.	-	0.37	1.40	2.65	-	26.8	13.6
P.C. to total Exp.	-	(0.1)	(0.1)	(0.1)			
11. Schools for professional education	4.02	8.74	48.97	74.31	16.8	41.2	3.7
P.C. to total exp.	(1.3)	(1.7)	(3.9)	(3.4)			
12. Schools for Special education	4.13	9.57	15.06	17.77	18.3	9.5	3.4
P.C. to total exp.	(1.3)	(1.8)	(1.2)	(0.8)			
B. Indirect Expenditure	35.38	79.53	273.20	266.55			
1. Direction & Inspection.	10.68	17.92	31.41	31.10	10.8	11.9*	
P.C. to total Exp.	(3.4)	(3.4)	(2.5)	(1.4)			
2. Buildings	13.08	37.69	138.32	106.00	23.6	29.7*	
P.C. to total Exp.	(4.3)	(7.2)	(10.8)	(4.9)			
3. Scholarships & other Financial Concessions	7.20	8.72	30.73	40.00	3.9	28.6	5.4
P.C. to total Exp.	(2.3)	(1.7)	(2.4)	(1.8)			
4. Hostel Charges	1.08	2.24	4.53	6.45	15.8	15.1	7.3
P.C. to total Exp.	(0.3)	(0.4)	(0.4)	(0.3)			

A. <u>Direct Expenditure</u>		<u>275.91</u>	<u>442.51</u>	<u>994.70</u>	<u>1903.78</u>			
1. Universities	6.43	9.98	19.94	120.80	9.2	14.8	43.3	
P.C. to total Exp.	(2.1)	(1.9)	(1.6)	(5.7)				
2. Institutes of university status	-	-	-	36.00	-	-	-	
p.c. to total exp.	-	-	-	(1.7)				
3. Boards of Education	3.85	5.05	17.64	27.00	5.5	28.4	3.8	
p.c. to total exp.	(1.2)	(1.0)	(1.4)	(1.2)				
4. Arts & Science Colleges	34.88	66.42	106.98	163.82	13.7	10.0	8.9	
P.C. to total exp.	(11.2)	(12.7)	(8.4)	(7.5)				
5. Colleges for professional education	8.42	17.70	59.02	102.30	16.0	27.2	11.6	
P.C. to total Exp.	(2.7)	(3.4)	(4.7)	(4.7)				
6. Colleges for Spl. Education	1.88	3.44	6.68	10.43	12.8	14.2	9.3	
P.C. to total Exp.	(0.6)	(0.6)	(0.5)	(0.5)				
7. High/Higher Secondary schools	79.46	101.03	247.05	410.20	4.9	19.6	10.7	
P.C. to total Exp.	(25.5)	(19.4)	(19.5)	(19.0)				
8. Middle Schools	48.54	89.42	177.99	330.30	13.0	14.8	13.2	
P.C. to total Exp.	(15.6)	(17.1)	(14.0)	(15.2)				
9. Primary Schools	84.30	130.79	293.97	608.20	9.1	18.4	15.6	
P.C. to total Exp.	(27.1)	(25.1)	(23.2)	(28.0)				
10. Pre-primary Schools.	-	0.37	1.40	2.65	-	26.8	13.6	
P.C. to total Exp.	-	(0.1)	(0.1)	(0.1)				
11. Schools for professional education	4.02	8.74	48.97	74.31	16.8	41.2	3.7	
P.C. to total exp.	(1.3)	(1.7)	(3.9)	(3.4)				
12. Schools for Special education	4.13	9.57	15.06	17.77	18.3	9.5	3.4	
P.C. to total exp.	(1.3)	(1.8)	(1.2)	(0.8)				
B. <u>Indirect Expenditure</u>		<u>35.38</u>	<u>79.53</u>	<u>273.20</u>	<u>266.55</u>			
1. Direction & Inspection.	10.68	17.92	31.41	31.10	10.8	11.9*		
P.C. to total Exp.	(3.4)	(3.4)	(2.5)	(1.4)				
2. Buildings	13.08	37.69	138.32	106.00	23.6	29.7*		
P.C. to total Exp.	(4.3)	(7.2)	(10.8)	(4.9)				
3. Scholarships & other Financial Concessions	7.20	8.72	30.73	40.00	3.9	28.6	5.4	
P.C. to total Exp.	(2.3)	(1.7)	(2.4)	(1.8)				
4. Hostel Charges	1.08	2.24	4.53	6.45	15.8	15.1	7.3	
P.C. to total Exp.	(0.3)	(0.4)	(0.4)	(0.3)				
5. Miscellaneous	3.34	12.96	68.21	83.00	31.2	39.4	4.0	
P.C. to total Exp.	(1.1)	(2.5)	(5.4)	(3.8)				
Grand Total	311.29	522.04	1267.90	2170.33	10.9	19.4	11.4	

*There is a decrease in expenditure. Source:- Education department Rajasthan.

A. <u>Direct Expenditure</u>		<u>275.91</u>	<u>442.51</u>	<u>994.70</u>	<u>1903.78</u>			
1. Universities	6.43	9.98	19.94	120.80	9.2	14.8	43.3	
P.C. to total Exp.	(2.1)	(1.9)	(1.6)	(5.7)				
2. Institutes of university status	-	-	-	36.00	-	-	-	
p.c. to total exp.	-	-	-	(1.7)				
3. Boards of Education	3.85	5.05	17.64	27.00	5.5	28.4	3.8	
p.c. to total exp.	(1.2)	(1.0)	(1.4)	(1.2)				
4. Arts & Science Colleges	34.88	66.42	106.98	163.82	13.7	10.0	3.9	
P.C. to total exp.	(11.2)	(12.7)	(8.4)	(7.5)				
5. Colleges for professional education	8.42	17.70	59.02	102.30	16.0	27.2	11.6	
P.C. to total Exp.	(2.7)	(3.4)	(4.7)	(4.7)				
6. Colleges for Spl. Education	1.88	3.44	6.68	10.43	12.8	14.2	9.3	
P.C. to total Exp.	(0.6)	(0.6)	(0.5)	(0.5)				
7. High/Higher Secondary schools	79.46	101.03	247.05	410.20	4.9	19.6	10.7	
P.C. to total Exp.	(25.5)	(19.4)	(19.5)	(19.0)				
8. Middle Schools	48.54	89.42	177.99	330.30	13.0	14.8	13.2	
P.C. to total Exp.	(15.6)	(17.1)	(14.0)	(15.2)				
9. Primary Schools	84.30	130.79	293.97	608.20	9.1	18.4	15.6	
P.C. to total Exp.	(27.1)	(25.1)	(23.2)	(28.0)				
10. Pre-primary Schools.		0.37	1.40	2.65	-	26.8	13.6	
P.C. to total Exp		(0.1)	(0.1)	(0.1)				
11. Schools for professional education	4.02	8.74	48.97	74.31	16.8	41.2	3.7	
P.C. to total exp	(1.3)	(1.7)	(3.9)	(3.4)				
12. Schools for Special education	4.13	9.57	15.06	17.77	18.3	9.5	3.4	
P.C. to total exp.	(1.3)	(1.8)	(1.2)	(0.8)				

B. Indirect Expenditure		35.38	79.53	273.20	266.55		
1. Direction & Inspection.	10.68	17.92	31.41	31.10	10.8	11.9*	
P.C. to total Exp.	(3.4)	(3.4)	(2.5)	(1.4)			
2. Buildings	13.08	37.69	138.32	106.00	23.6	29.7*	
P.C. to total Exp	(4.3)	(7.2)	(10.8)	(4.9)			
3. Scholarships & other Financial Concessions	7.20	8.72	30.73	40.00	3.9	28.6	5.4
P.C. to total Exp	(2.3)	(1.7)	(2.4)	(1.8)			
4. Hostel Charges	1.08	2.24	4.53	6.45	15.8	15.1	7.3
P.C. to total Exp	(0.3)	(0.4)	(0.4)	(0.3)			
5. Miscellaneous	3.34	12.96	68.21	83.00	31.2	39.4	4.0
P.C. to total Exp.	(1.1)	(2.5)	(5.4)	(3.8)			
Grand Total	311.29	522.04	1267.90	2170.33	10.9	19.4	11

*There is a decrease in Source:- Education department Rajasthan expenditure.

sswise enrolment at primary school stage in Rajasthan (1950-51 to 1980-81) ('00)

Class II			Class III			Class IV			Class V			Total Classes I-V				
Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
120	761	451	90	541	365	59	424	248	41	289	2754	549	3303			
165	866	622	122	744	437	81	518	337	56	393	3066	632	3698			
147	876	598	119	717	553	88	641	393	58	451	3332	662	3994			
147	1022	626	100	726	547	87	634	426	67	493	3593	699	4292			
177	1099	625	117	742	562	105	667	434	92	526	3750	850	4600			
204	1153	717	149	866	591	114	705	455	31	536	4389	975	5364			
(11.1)	(9.6)	(9.7)	(10.6)	(9.8)	(10.0)	(14.1)	(10.7)	(12.9)	(14.1)	(13.0)	(9.7)	(12.5)	(10.2)			
222	1334	871	163	1034	691	124	815	581	90	671	5072	1032	6104			
270	1387	917	197	1114	793	146	939	632	102	734	5560	1219	6779			
330	1673	1032	239	1271	891	183	1074	720	125	845	6778	1529	8307			
382	2092	1215	280	1495	1008	224	1232	836	163	999	8311	1922	10233			
436	2268	1436	347	1833	1138	251	1389	918	188	1106	8950	2155	11145			
(15.3)	(14.5)	(15.7)	(18.8)	(16.1)	(14.0)	(17.0)	(13.3)	(15.5)	(18.8)	(15.5)	(15.4)	(17.1)	(15.7)			

Table No. A-2 Classwise enrolment at primary school stage in Rajasthan (1950-51)

Year	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1951-52	4031	975	5006	1997	515	2512	1624	437	2121	1322	285	1607
1952-53	4558	1173	5731	198	552	2750	1830	456	2286	1481	345	1826
1953-54	5030	1383	6413	2398	662	3060	2030	538	2568	1611	395	2006
1954-55	5330	1583	6913	2392	752	3450	2200	608	2808	1741	445	2186
1955-56	5360	1753	7113	2390	775	3665	2378	669	3047	1872	495	2367
Average Annual Increase	(10.1)	(13.5)	(10.9)	(9.6)	(13.5)	(10.4)	(9.8)	(14.0)	(10.7)	(10.5)	(14.5)	(11.3)
1966-67	5990	1950	7850	3200	1080	4280	2700	860	3560	2200	630	2880
1967-68	6020	2130	8130	3500	1360	4860	3000	1070	4070	2500	850	3350
1968-69	6060	2360	8420	3800	1640	5440	3300	1280	4580	2940	990	3930
1969-70	6140	2550	8690	4100	1950	6050	3600	1490	5090	3260	1150	4410
1970-71	6200	2700	8900	4400	2200	6600	3900	1700	5600	3500	1300	4800
Average Annual Increase	(1.0)	(8.9)	(3.0)	(8.7)	(23.2)	(10.9)	(10.5)	(20.4)	(13.0)	(13.3)	(21.3)	(15.2)

Enrollment at primary school stage in Rajasthan (1950-51 to 1980-81) (100)

Class II			Class III			Class IV			Class V			Class I-V		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2520	7160	9680	4160	2000	6160	3740	1540	5280	3200	1300	4500	22000	10400	32400
2240	7720	9960	4420	2300	6720	3980	1780	5760	3400	1500	4900	23000	11800	34800
3160	8280	11440	4680	2600	7280	4220	2020	6240	3600	1700	5300	24000	13200	37200
3480	8840	12320	4940	2900	7840	4460	2260	6720	3800	1900	5700	25000	14600	39600
3800	9400	13200	5200	3200	8400	4700	2500	7200	4000	2100	6100	26000	16000	52000
(11.5)	(7.3)	(18.8)	(5.9)	(15.5)	(21.4)	(6.3)	(14.0)	(20.3)	(5.9)	(13.8)	(19.7)	(4.4)	(12.2)	(16.6)
4040	9720	13760	5280	3440	8720	4800	2760	7560	4100	2340	6440	26400	17200	43600
4280	10040	14320	5360	3680	9040	4900	3020	7920	4200	2580	6780	26800	18400	45200
4520	10360	14880	5440	3920	9360	5000	3280	8280	4300	2820	7120	27200	19600	46800
4760	10680	15440	5520	4160	9680	5100	3540	8640	4400	3060	7460	27600	20800	48400
5000	11000	16000	5600	4400	10000	5200	3800	9000	4500	3300	7800	28000	22000	50000
(5.6)	(2.2)	(7.8)	(1.4)	(6.5)	(7.9)	(2.0)	(8.7)	(10.7)	(2.3)	(9.7)	(12.0)	(1.5)	(6.5)	(8.0)

Year	Class I		Class II		Class III		Class IV					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1971-72	6260	4040	9300	4640	2520	7160	4160	2000	6160	3740	1540	5280
1972-73	6320	4320	9700	4600	2640	7220	4420	2300	6720	3980	1780	5760
1973-74	6380	3720	10100	5120	3160	8280	4680	2600	7280	4220	2020	6240
1974-75	6440	4000	10500	5360	3480	8840	4940	2900	7840	4460	2260	6720
1975-76	6500	4400	10900	5500	3800	9400	5200	3200	8400	4700	2500	7200
Average Annual Increase	(6.7)	(11.4)	(4.1)	(4.8)	(11.5)	(7.3)	(5.9)	(13.5)	(8.4)	(6.0)	(14.0)	(8.4)
1976-77	6540	4620	11160	5680	4040	9720	5280	3440	8720	4800	2760	7560
1977-78	6520	4820	11420	5760	4280	10040	5360	3680	9040	4900	3020	7920
1978-79	6620	5060	11680	5840	4520	10360	5440	3920	9360	5000	3280	8280
1979-80	6660	5280	11940	5920	4760	10680	5520	4160	9680	5100	3540	8640
1980-81	6700	5500	12200	6000	5000	11000	5600	4400	10000	5200	3800	9000
Average Annual Increase	(6.7)	(4.6)	(2.3)	(1.3)	(5.6)	(2.2)	(1.4)	(6.5)	(2.3)	(2.0)	(8.7)	(4.6)